



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

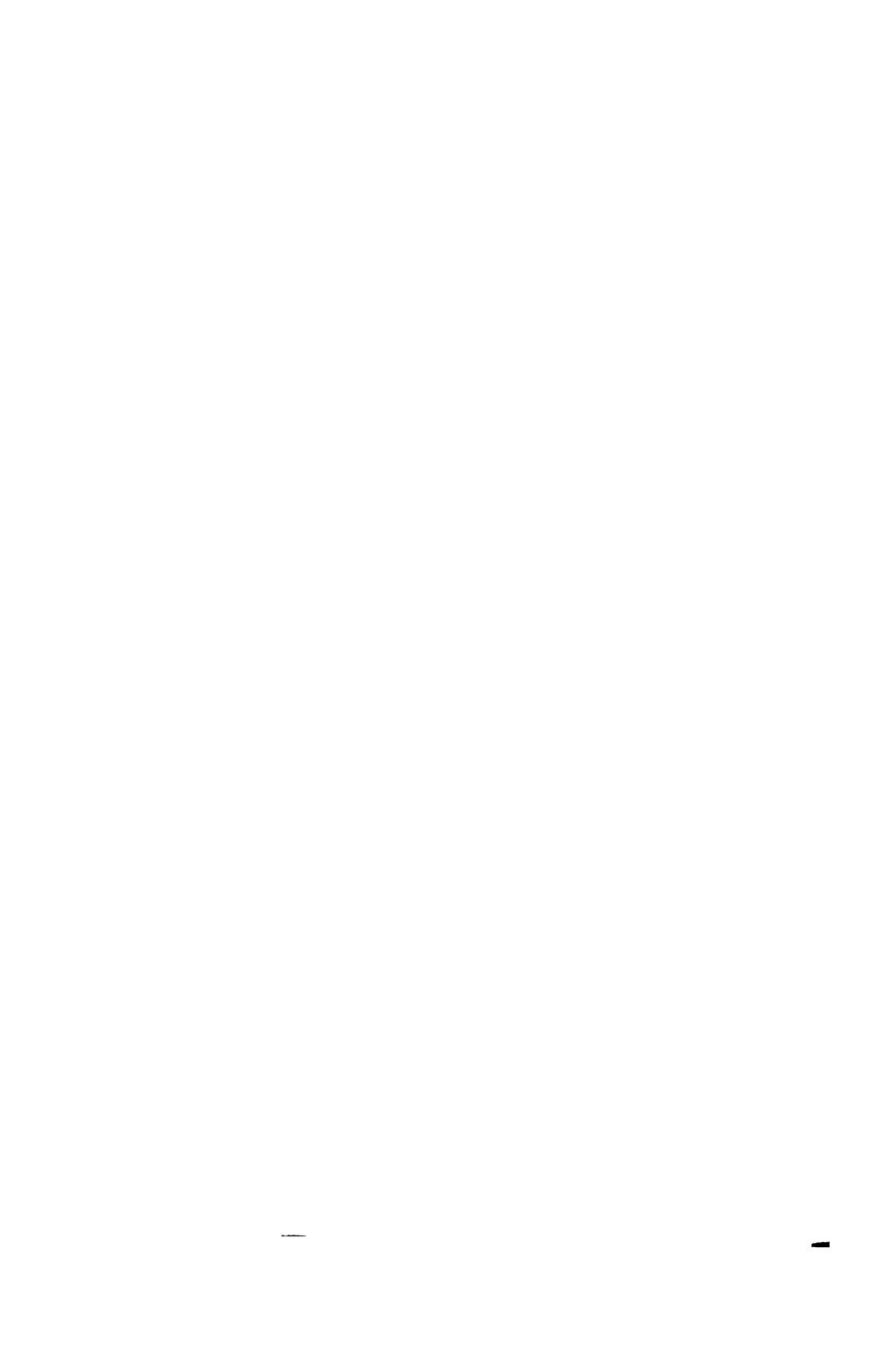
### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

*Harvard University*



*Monroe C. Gutman Library  
of the  
Graduate School of Education*



HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. ELLIOTT LIBRARY



HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN LIBRARY

HEALTH, DEPARTMENT OF  
EDUCATION, AND WELFARE  
JAN 16 1957  
LIBRARY



10570  
1865 1

THE OHIO

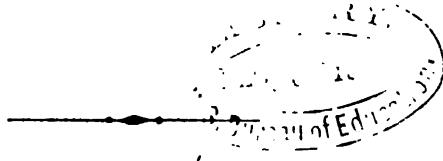
# EDUCATIONAL MONTHLY.

(Successor to the Ohio Journal of Education.)

A JOURNAL OF

7980

SCHOOL AND HOME EDUCATION.



OLD SERIES,  
VOL. IX.

NEW SERIES,  
VOL. I.

OFFICIAL ORGAN OF THE OHIO STATE TEACHERS' ASSOCIATION.

COLUMBUS:

EDITED AND PUBLISHED BY F. W. HURTT & CO.

1860.

H. E.

# **THE OHIO TEACHERS' ASSOCIATION.**

## **OFFICERS FOR 1860-61.**

### **PRESIDENT.**

**DR. ASA D. LORD,**  
Superintendent Blind Asylum, Columbus.

### **VICE-PRESIDENTS.**

<b>REV. ROBT. ALLYN,</b> President W. F. Col., Cincinnati.	<b>REV. ALEX. DUNCAN,</b> Superintendent P. Schools, Newark.
<b>WM. N. EDWARDS,</b> Superintendent Pub. Schools, Troy.	<b>T. W. HARVEY,</b> Superintendent P. Schools, Massillon.
<b>WM. H. YOUNG,</b> Professor Mathematics, Ohio University, Athens.	

### **RECORDING SECRETARY.**

**J. H. REED,** Superintendent Pub. Schools, Mansfield.

### **CORRESPONDING SECRETARY.**

**PROF. B. L. LANG,** of Knox county.

### **TREASURER.**

**CHAS. S. ROYCE,** of Huron county.

### **AUDITOR.**

**J. J. JANNEY,** of Franklin county.

### **EXECUTIVE COMMITTEE.**

<b>E. E. WHITE,</b> Supt. P. Schools, Portsmouth.	<b>JNO. LINCH,</b> Supt. Public Schools, Circleville.
<b>WM. MITCHELL,</b> Supt. Pub. Schools, Mt. Vernon.	<b>M. D. PARKER,</b> Prin. 2nd Int. School, Cincinnati.
<b>M. D. LEGGITT,</b> Supt. Pub. Schools, Zanesville.	<b>J. S. MORRIS,</b> Supt. Public Schools, Eaton.
<b>MOSES T. BROWN,</b> Superintendent Public Schools, Toledo.	

### **FINANCIAL COMMITTEE.**

**E. E. WHITE,** Chairman. (First five of the Ex. Com.)

Next Annual Meeting, July, 1861.

# CONTENTS:

Old Series, Vol. 9.

New Series, Vol. 1.

## ILLUSTRATIONS.

Hon. Saml. Lewis.....	1	Western Female College.....	33
Hon. Harvey Rice.....	97	Hon. Horace Mann.....	257
Rev. P. B. Wilbur.....	322		

## ADVERTISEMENTS, NEW 197, 255, 320, 351

### A TOPIC FOR THE PRESENT DAY,

By Robt. Allyn..... 161

ARITHMETIC, by G. W. Howe..... 171

### AUTHORS AND PUBLISHERS, A

WORD TO..... 255, 347

### BOOK NOTICES.

JANUARY.—Modern Philology—Teachers' Assistant..... 30

Webster's Dict'y—Readable Dict'y—Bacon's Works..... 31

FEBRUARY.—Tower's Grammar—History of Education..... 64

APRIL.—Worcester's Dictionary..... 125, 348

Bible History—Musical Mirror—Journal of Progress..... 126

School Tablets..... 127

JULY.—Outlines of History—Hitchcock's Physiology-Debater-Humorous Spek'r..... 223

The Art of Elocution..... 224

AUGUST.—School Days of Eminent Men—Child's Book of Natural History..... 254

SEPTEMBER.—Columbus Review..... 287

OCTOBER.—Ohio School Series..... 318

Life of Washington—History U. S.—Latin Lessons—High. Arith.—Young Singer..... 319

House and Garden..... 320

NOVEMBER.—Knowledge of Living things—Philosophy of Nat. Hist.—Teachers' Friend—Eng. Composition—Geology..... 347

Seayler's Arithmetic—Book-Keeping—Universal Literature—Poets and Poetry..... 348

City of the Great King—Palestine—Plants of the Holy Land—Hadji in Syria—New Map of Syria..... 349

BATE'S INSTITUTE LECTURES, by Alfred Holbrook..... 276

COMING SCHOOL, THE, by L. A. T..... 79

CORRESPONDENCE..... 86, 211, 372

CORPORAL PUNISHMENT, by M. D. Leggett..... 103

CORPORAL PUNISHMENT, by J. E. Twichel..... 142

CORPUSCULAR STUDY, by I. J. Allen..... 193

CULTURE OF THE WILL, THE, by Edward H. Allen..... 229

DISCUSSION AT NEWARK ON HIGH SCHOOLS..... 243

### EDITORIAL DEPARTMENT.

JANUARY.—Words Preliminary..... 24

FEBRUARY.—Average Daily School Attendance..... 59

Library Fund..... 60

MARCH.—The School Law..... 92

To Contributors..... 93

Steel Plate Engravings, &c..... 94

APRIL.—The Library Law Repealed..... 118

State Capitol..... 120

Vandalia..... 121

A Word Concerning the Monthly..... 125

MAY.—Our School Accounts Posted..... 154

Searee—Plenty—Out of Prin—A Little Room Yet—On Hand, &c..... 157

JUNE.—Newark Meeting—Our Subscription List—Telling Tales out of School..... 185

JULY.—Logical Writing..... 217

AUGUST.—Newark Meeting..... 250

Young Students, deceased..... 251

SEPTEMBER.—Going to and fro..... 279

County Examiners..... 281

OCTOBER.—Common Sense..... 307

The Cincinnati Daily Press—Mr. Allen's Article..... 309

Typographical Errors—The Monthly..... 310

DECEMBER.—Going to and fro..... 374

A Big Mistake..... 378

EXTRACT FROM GOV. CHASE'S MESSAGE..... 55

EXTRACT FROM GOV. DENNISON'S MESSAGE..... 56

EXTRACT FROM SCHOOL COMMISSIONER'S REPORT..... 17

ESSENTIAL FEATURES OF A GOOD SCHOOL SYSTEM, by M. F. Cowdery..... 139

EASY TIMES, By Harvest Home..... 180

EXTRACTS FROM M. D. LEGGETT'S REPORT, Zanesville..... 301

EXTRACTS FROM THE DIARY OF A SCHOOL EXAMINER..... 327, 363

FEMALE EDUCATION—PRESIDENT WILBUR, By Rev. D. W. Clark, D. D..... 321

GIVE US LIGHT, By Hon. H. Rice..... 16

HINTS TO TEACHERS OF READING, By M. T. Brown..... 43, 112

HEAD AND HEART, By Wm. H. Young..... 332

INDUSTRIAL SCHOOL BILL, By Hon. C. W. Potwin..... 129

INAUGURAL ADDRESS, By J. Hancock..... 225

LEWIS SAML. HON. By W. T. Coggeshall..... 1

### MONTHLY NEWS.

JANUARY.—Legislative—Senate Com. House Com.—Amendments to School Law..... 26

Cleveland—Xenia—Oxford..... 37

Cleveland—Granville—Dana P. Colburn..... 28

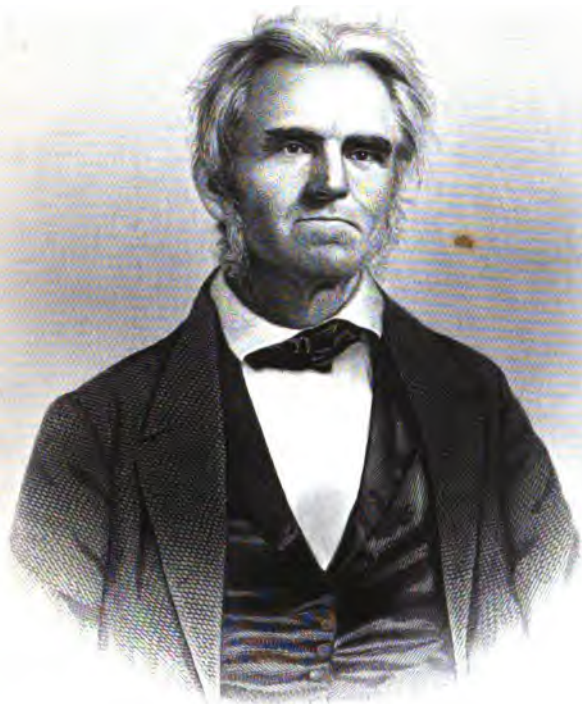
Marietta—Springfield—Trumbull County Spelling Match..... 29

FEBRUARY.—Legislative—Library Tax—School Exrs—Prof. Espy..... 61

Rev. Wm. A. Holliday—Bachelors—Farming Students—Scientific Expeditions—San Francisco—A Suggestion..... 62

MARCH.—Legislative—Library Tax—Dis- tribution of School Monies—School House Sites—Reform School—Deaf and Dumb Asylum—School Certificates— Boys in the Penitentiary.....	94
School Tax—Election of School Ex'rs.— Portsmouth—East Cleveland—Spring- field.....	95
APRIL.—General Assembly—Starling Medical College—Boutwell's Resigna- tion—Burrowes' Appointment.....	193
Painesville—Salem—Columbus—Toledo.....	193
Western Reserve College—Summerfield S. S. Convention—Institutes—Mr. Boyce Granville—Dayton—Steubenville—Pitts- burg—Neurologic.....	194
JUNE.—Tornado at Cincinnati—Meteoric Stones.....	196
Springfield—McConnellsville—Toledo— Academies—Xenia.....	198
Institutes Held.....	199
Institutes to be Held—Antioch College.....	199
JULY.—Ohio State Teachers' Association, Railroads—N. T. Association.....	218
Cincinnati.....	219
Dayton—Athens.....	220
Western Reserve Seminary—Warren High School—Springfield—Xenia—Bu- cyrus—Kenyon—Perrysburg—Lebanon.....	221
Dr. E. Thompson—Prof. John Ogden— Dr. Hitchcock—C. A. Goodrich—S. G. Goodrich—D. H. Baldwin—Butler's Ink, Clarks School Visitor.....	222
AUGUST.—Showing Off—L. L. D's— Springfield—G. W. Hough—Robt. Kidd— B. F. Lewkesbury—Gorham—Mrs. Horace Mann—Tipton—Down East.....	252
S. W. Normal School—Institutes—Bu- falo—Am. Institute.....	253
SEPTEMBER.—Columbus—Worthington— Delaware.....	263
Dayton—Bellfontaine—Cincinnati— Springfield.....	264
Urbana—Cleveland—Toledo—Lebanon— Montgomery County—Newcomerstown.....	265
Ripley—Jefferson—Canal Dover—Penn- sylvania—New York—Massachusetts— Main, New Hampshire and Vermont.....	266
Connecticut—The Columbus Review.....	267
OCTOBER.—Portsmouth—Miss Mary C. White—Teachers' Institutes at St. Clairsville—McConnellsville.....	311
Warren.....	312
Zanesville—Toledo—Newark—N. Lisbon.....	313
South Charleston—Marietta College— Cardington School—Springfield—Xen- ia—Dresden.....	314
Did You Ever—Indiana—"Hoss".....	315
Illinois—S. A. Douglas—Hoops—The State Normal School—Missouri.....	316
Michigan—Kentucky—Alabama.....	317
Massachusetts.....	318
DECEMBER.—Columbus—Groveport—Cin- cinnati.....	360
College Hill—Farmer's College.....	362
Hiram—Green Co.—Tippicanoe—Wood Co.—McConnellsville—Milan.....	363
Toledo—Zanesville—Kenyon College— Lorain Co.—Wisconsin.....	364
Newark—Prof. Griffith—Old Journal of Education.....	365
Kentucky—Covington—Tennessee.....	366
California—Georgia—Indiana.....	367
New York.....	368
MATHEMATICAL DEPARTMENT.....	368
85, 117, 151, 183, 216, 371	
NORMAL AND PROFESSIONAL. By E. E. White.....	47, 81
OHIO TEACHERS' ASSOCIATION.....	193
NOTES AND QUERIES.....	32, 96, 192
NAMES OF DELEGATES AT THE NEWARK MEETING.....	242
OFFICIAL DEPARTMENT.....	
63, 158, 191, 256, 332	
OUR HOMES. By Jno. Hancock.....	134
ONE OF THE NEGLECTED STUDIES. By Robt. Allen.....	330
PAPERS FOR YOUNG SCHOOL MIS- TRESSES.....	
Teaching in Prospective.....	73
A Peep at the Reality.....	108
No. 2.....	146
No. 4.....	176
PREVAILING ERRORS. By Charles Northend.....	76
PROCEEDINGS OF THE STATE TEACHERS' ASSOCIATION.....	223
REPORT OF COM. ON SCHOOLS.....	86
RICE, HARVY HON.....	97
REPORT OF HOUSE SCHOOL COM.....	149
REPORT ON LOCAL SUPERVISION OF SCHOOLS. By M. F. Cowdery.....	306
REFORM AND REFORMERS. By Edwin Regal.....	342
STATE SUPERINTENDENTS.....	53
SUPERINTENDENTS AND SUPER- VISORS. By Alex. Duncan.....	166, 305
SELECTIONS.....	
Leigh Hunt.....	23
Memory.....	42
The Two Worlds.....	53
The Poet's Friends.....	54
Library Law.....	56
Tribute to a Schoolmaster.....	57
Spigot Economy.....	57
Singular Effects of Attraction.....	60
My Hand and Heart.....	90
Dr. Busby.....	72
Good Deeds.....	73
Speak Gently.....	78
A Mother's Influence—Early Training— A Clever Definition—Keep to the Right.....	117
Teachers' Institute.....	153
How a Fool may be Known.....	179
Purity of a Child's Mind.....	184
Natural Compass.....	204
Four Kinds of Readers.....	210
Scolding.....	269
Money Spending.....	274
The Children's Hour.....	275
Memory.....	276
Have Taught Some.....	278
How to Retain a Good Face.....	305
Splendor of Damascus—Census Taker.....	306
Hard Reading.....	338
Friday Not an Unlucky Day.....	344
Horace Mann—Early Vice.....	345
Expression.....	368
Hugh's High School.....	370
Hints to Parents and Teachers.....	371
Grammar in Rhyme.....	373
THE TRUE TEACHER OF THE HIGH- EST TYPE. By Benj. W. Dwight.....	4, 35, 65
THE WAY TO SUCCEED. By Chas. Northend.....	13
THE TEACHER'S DISAPPOINT- MENTS. By Linda T. Guilford.....	199
THE COMING MEETING AT NEW- ARK. By E. E. White.....	201
TEACHING ASPIRATIONS. By Har- vest Home.....	272
THE TRUE TEACHER.....	358
WESTERN FEMALE SEMINARY.....	33
"WHO IS SUFFICIENT." By Mabel Lord.....	181
WILD FLOWERS. By Hon. H. Rice.....	294
WILL IT PAY? By Jno. Hancock.....	353

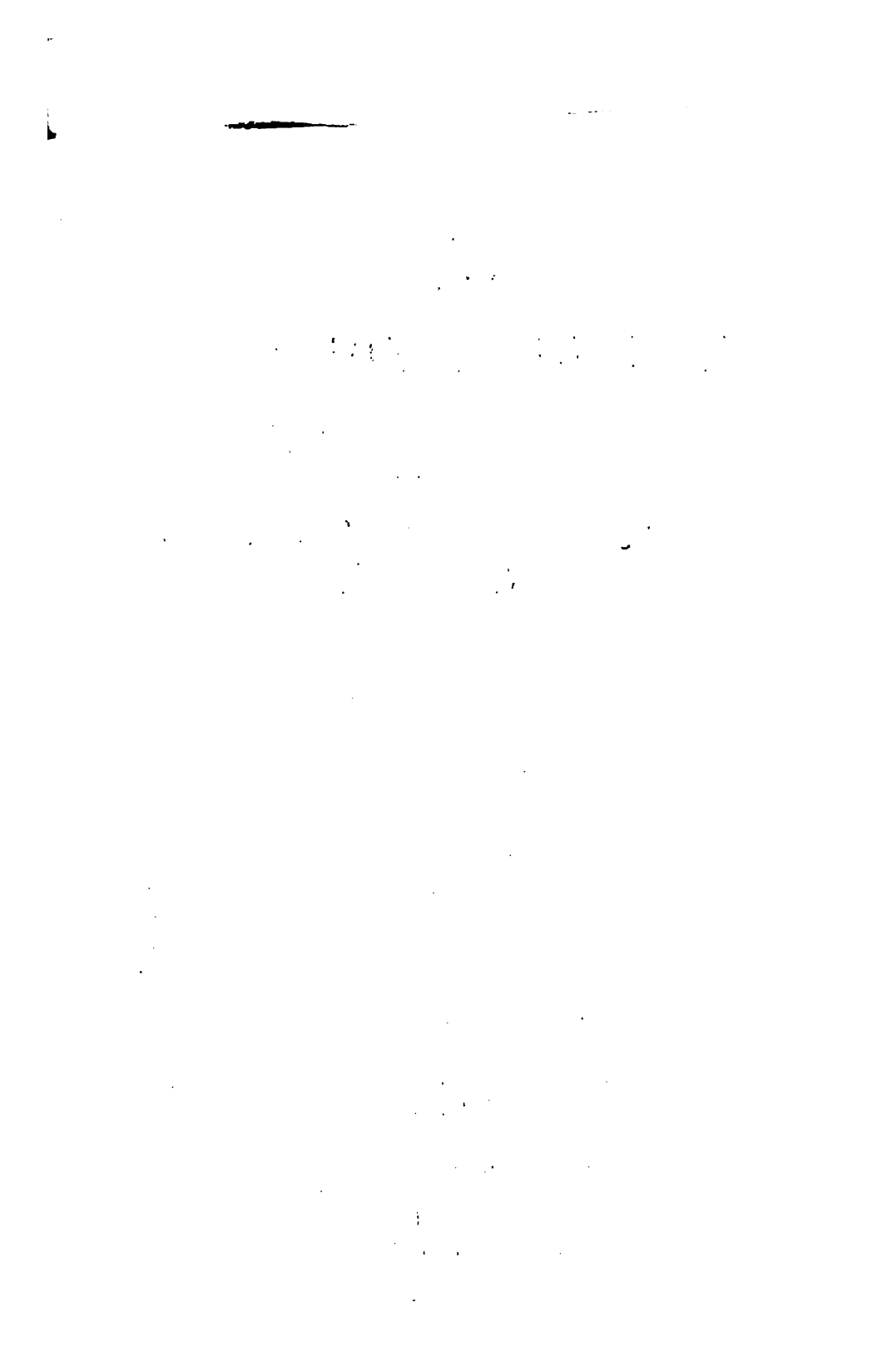




Very Respectfully yours  
Saml. Lewis

*Engraved by J. H. Smith - Boston 1848*







THE  
OHIO  
EDUCATIONAL MONTHLY.

*A Journal of School and Home Education.*

---

JANUARY, 1860.

---

---

Old Series, Vol. 9, No. 1.

New Series, Vol. 1, No. 1.

---

---

SAMUEL LEWIS.

BY W. T. COGGESHALL.

In September, 1846, I went to the Court House in Akron, Summit County, to hear the Liberty party candidate for the office of Governor of Ohio, discuss the political issues of the campaign. The large court room was crowded. The speech, which occupied nearly three hours, was an impassioned appeal, rather than an argument. It was not without facts in political history and economy arrayed with logical skill, but every one had a moral bearing, and all were presented with such persuasive earnestness—such deep seated emotion, that old men and old women—young men and young women wept together unconscious of their tears. I was deeply impressed. My heart was won for the cause and for its advocate.

Two years later, having removed to Cincinnati, I joined what in the winter of 1848-'49 was called *The Reform Club*, because Samuel Lewis was a member and often spoke in it.

Its meetings were devoted to discussions and conversations on topics which, in the opinion of one or more members, involved plans or principles calculated to enlighten and elevate human society. There were several superior talkers in the club, but Mr.

Lewis, though cares and labors had seriously impaired his health, was the acknowledged leader. His charm of manner, the justness of his views and the earnestness of his purpose, caused him to be heard not only with interest and pleasure, but with affectionate reverence. Whenever he spoke all present gathered near him—often so near, that if he made a gesture, he touched their garments. When he failed to attend, the club meetings were comparatively dull. The fluent speech and winning manner which Mr. Lewis displayed in that club were recognized early in his life.

He was the son of a sea captain, and was born at Falmouth, Massachusetts, on the 17th of March, 1799. The common rudiments of an education were not all within his command in boyhood, but he loved to read and write, and being a studious and conscientious lad, at ten years of age he was a member of the Methodist Church. Before he was twelve years old he had attracted attention as an exhorter.

His father having met reverses in seafaring removed to the West in 1813. He settled on a farm near Cincinnati, and when Samuel was fifteen years of age hired him at seven dollars a month to a neighbor who had the contract for carrying the mail between Cincinnati and Chillicothe. Samuel was the mail boy for nearly a year. Seven days on horseback, and at certain seasons of the year, two nights, were required for the trip. Samuel met all the dangers and fatigues of his journeys uncomplainingly, but when an opportunity was offered him to go with a party of surveyors into Indiana, he gladly accepted. He had been in the forest but a few months, however, when he determined to learn a trade. He engaged himself to a house carpenter, serving out his apprenticeship with industry and intelligence he became a respected workman. No opportunity to improve his mind, had escaped him from the time he was first permitted to go with his father on coasting voyages, until he became a journeyman carpenter. No enticements of idle or vicious boys or men, had ever led him, for one hour, from the faithful pursuit of whatever duties had been assigned him, consequently he was not only respected for intelligence, but was honored for his upright deportment and for his freedom from vulgar associations.

The enlarged views of society, which reading and reflection had given him, inspired an ambition for a wider sphere of action. He

determined to study law. He was then, in 1819, twenty years of age. He had paid his father, for his time, \$50 a year for five years, and must pay him \$50 more for the year yet to transpire before his majority. On account of his honesty and available intelligence he was given a clerkship in the office of the clerk of the Court of Common Pleas for Hamilton County. His salary was \$30 a year and board. He boarded himself and was allowed for it one hundred and twenty-five dollars.

He has often said his diet was literally bread and water and his raiment the cheapest he could purchase. He worked faithfully all day at his clerk's desk and studied his law books only at night, yet in April, 1822, was admitted to the Bar with encouraging compliments by his examiners. His industry, intelligence and probity were known to many influential men, and he immediately obtained a lucrative practice, out of the profits of which he purchased his father's farm and assisted to educate his brothers and sisters.

He was distinguished as an advocate and was much sought for as a speaker at public meetings. He had so closely identified himself with good works that when, in 1830, William Woodward, at his advice, endowed the College which is now known as Woodward High School, Mr. Lewis was appointed Life Trustee, and had the chief direction of the funds and plans. He was an early and active member of the Western College of Teachers, and when in 1837, through the influence of members of that Association, the office of Superintendent of Common Schools for Ohio was created, the unanimous voice of educational men was for Samuel Lewis.

He was Superintendent during 1837, 1838 and 1839. He infused new life into the school system, and gave wholesome direction to public education—he prepared and procured the passage of an adequate law—protected the school lands from alienation—secured a State Fund of \$200,000—saw school houses improved—the standard of qualification for teachers elevated, and the time for keeping open schools prolonged. He laid the foundation for schools higher in grade—secured increased wages for teachers, and procured the employment of women more generally. In 1837, the year he was first Superintendent, \$317,730 were paid for tuition. In 1839, \$701,091 were paid. In the same time the number of schools increased from 4,336 to 7,295, and the number of scholars from 150,402 to 254,612, and the number of months

taught, from 22,168 to 29,199. The cost of school-houses built in 1833 was \$61,890; in 1839 it was \$206,445.

When Mr. Lewis resigned his office, in Dec., 1839, it was conceded among all classes of men, who were acquainted with his self-sacrificing labors, that his speeches, reports and articles in the *School Director*, which he conducted and published by State authority, had been the instruments of a general school reform. The parents and children of Ohio owe Mr. Lewis a debt of gratitude which should make his memory precious to them all.

He died on the 28th of July, 1854, and was mourned as an honest man, an eloquent advocate for popular education, and moral and political reform; an exemplary citizen—a devoted husband and parent. His wife, to whom he was married in 1823, and one son and daughter survive him.

---

## THE TRUE TEACHER OF THE HIGHEST TYPE.

BY BENJAMIN W. DWIGHT, OF CLINTON, N. Y.\*

There is, as is everywhere known, and by none so well as teachers themselves, but little intensity of interest felt in high and true views of education. Religious, ecclesiastical, political and monetary matters, and even the pettinesses of social gossip, kindle excitement in every community; but the educational necessities, crises, forces and movements of the age:—who knows anything of them? Who cares for them? Who even recognizes their existence, as a great essential part of the fabric of society? It is a sad evidence indeed of the wide spread want of a high and pure Humanity, that those interests which Heaven magnifies as the only real ones of earth, both for what they are in themselves and as being the proper end and issue of all the other appointed elements and influences of Time, should be not only quite unappreciated, but almost even unrecognized as such among men. Society must reach a far more perfected state of development than now, before moral and intellectual claims shall find their proper elevated rank among things material and visible.

\* Author of the *Higher Christian Education*, and *Modern Philology*.

But nowhere is it so needful that the true glory of the teacher's vocation should be seen and felt to be what it is, as among teachers themselves. So unconsciously and yet strangely imitative are all men of each other, and so magnetically sympathetic, that they everywhere live in groups and move in masses, not only in their outward but also in their inward life. This law of gregariousness is as manifestly at work through all the external elements of society, as is the law of habit throughout the interior mechanism of the mind; in order to strengthen our power of action, by increasing its volume in the one case, as by increasing its facility and certainty in the other. In all occupations accordingly earnest thinkers irresistibly leaven others with their ideas. Leaders there are and there must be even to flocks of birds and swarms of bees and herds of beasts; and leaders always in like manner thrust forth themselves in one shape or another, as if by an inward divine instinct, in every form and degree of social activity. And, as, in matters of mechanical skill we search most eagerly for the workmanship of those who are masters of their art; so, in our opinions we involuntarily turn for illumination towards those who stand at the central point of light and action, and wield the energies that are gathered there. He therefore who would have others magnify his office, must magnify it himself. No men in monarchical countries are estimated so highly as those who attend to State affairs, because they themselves have for many generations set such an estimate on the privileges and powers of their position; and, among our own free democratic institutions, no profession stands in such honor for general deference to its claims, as that of the ministry, the incumbents of which are so frank and frequent in magnifying their vocation beyond all others. But alas! how few educators seem to have any high mastering sense of the splendid possibilities of their calling! How very few have entered upon it with any large-hearted, heroic, life-long, choice of its duties and labors. As this noble profession, which however scarcely any one yet thinks of so describing, is so depreciated in the public regard, those, who have for various reasons entered upon it seem, many, if not most, of them to have accepted it as a sort of forlorn hope: not for the grand purpose indeed, well worthy of their ambition, of bearing erect its banners now trailing in the dust, with shouts of victory in the end before the eyes of all

men; but as a dernier resort, where they may find a safe retreat from the disappointment with which they meet everywhere else, or at best a quiet watch-tower, where they may look and wait for something better in the chances and changes of the times. But as no human hands can damage or help the church, save those which are in it; so none can depress or elevate the divine calling of the teacher, except those who are its standard-bearers; and in the low general estimate of this most needful of all public vocations for the perpetuation of the advancement of society, we see revealed as in a mirror a true image of their own low estimate of its worthiness, for the most part, who have been hitherto its managers.

There is certainly no finer field for genius, in which to carve out great plans or to perform great deeds than that of education; and the wonder is that no more of those higher minds, which God has purposely made seers for the rest of their generation, seem to have any deep quickening insight of this truth. Surely the age has never before been, in which there were so many and so great necessities and opportunities for acting the patriot, philanthropist and hero as this; and there is no calling in it equal, for the whole assemblage of its forces influences and issues, unless it be that of the true, manly, earnest, Christian Statesman, to that of the accomplished and devoted Christian teacher. To act the great man is as much nobler than to describe one, with whatever power of the pencil or the pen, as a man himself is nobler than his picture or his shadow. And what spot on earth is so favored, in which to act the hero, as that in which not only all the sentiments and deeds of the most magnanimous soul have at all times full scope and stimulus for their highest activity; but when also the indirect influence alike and the direct effort are, to form a procession of other heroes in annual succession? How delightful thus to plant one's higher self in the fertile soil of other minds and younger hearts, quick with natural instincts from above to catch and grow such immortal seed. To cultivate with sublime appreciation, and studious skill, and prayerful yearnings of desire for the right result, a harvest, a great and glorious harvest, of true and noble hearts that, long after one's own passage to the skies, shall stand up for good to others and for honor to themselves upon the earth, ready with manly courage for great crises, yet not waiting for them, but



making it the very pulse of their daily life, to be good and to do good in all the varied unfoldings of life's little experiences, activities and influences : — this, is the divinely privileged employment of the true teacher. Who can overestimate its significance? And what angel might not covet it for his own?

If any one upon earth should be in fact a model-man, it surely is the teacher : since what he is, he will, even without aiming to do so, and much more, if persistently and skillfully striving for such a result, make others to be. Since also by the very terms of his calling, he is at work upon those who are to be in reality or in form above the uneducated rabble, and therefore to rule them by the force of their ideas and example : whatever influence he does exert is to be reflected over and over again, for good or evil, from the lives and characters of multitudes whom he has made what they are and should be, or misguided and perverted from what they might have been. With or without his will, his character will be carefully used by many as a model for themselves ; and he should of course be one that not only may be safely copied over and over again ; but also one that will, with skill and power and eagerness of desire, undertake himself to form and fashion them into the likeness that they should possess.

And how emphatically is the teacher a representative man to his age : since his character is the seed of so many other like characters, which are to remain as a multiplied curse or blessing to the world, long after the life out of which they grew has perished ; and if he is a true man he himself feels it, as an aggrandizing element of his daily life, that in his own personality as an unit is thus wrapped up a thousand fold increase, in the next generation, of the same style of manhood that he now possesses. If not therefore “ a man of destiny,” in the sense in which Napoleon so often spoke of himself ; in a how much larger and more solemn and grand sense, is he, in the Bible-view of life, as he initiates and directs such a vast increasing flow forever of great influences and results, a man of destinies : destinies indeed immensely huge in their proportions ! What invisible keys of fortune and of fate carries he at all times about with him, with which to open or shut forever, beyond any of the mysteries of legerdemain for wonder, the portals of fame or honor, or of riches, pleasure and power ; and more, oh how much more, of usefulness, goodness, nobleness,

holiness and Heaven! While customs, traditions, laws, institutions and books transmit the ideas discoveries and improvements of one age to another; yet teachers, from whose living hearts and tongues the electric fire of truth and love may run with freer scope and fuller flow and stronger tide into other hearts, already waiting for the blessing: hearts which they shall not only touch and impress and mould, but whose inward tastes and impulses they shall quicken and control:—these, are the greatest of all conveyancers of the treasures of each generation to the one succeeding.

Power is in all cases an expression of intelligence, or of some being near or remote, voicing its before unuttered wishes in speech or action: so that everything now visible is but the fixed, abiding product of some Determining Power; and its very fixedness is as truly one of the expressions of that Decisive Will, as was its first bursting forth into existence. Power is therefore, like the mind, viewless except in its results: as it is the mind itself in a state of active energetic effluence, or, which is the same thing, the will putting its choices into effect. The highest realm of its agency is among things metaphysical and spiritual in its influence on human character and through it on human destiny. Moral power, although compassed about with contingencies, since by the necessity of its definition it can be exercised only upon moral beings, who have as such in all their actions the liberty of choice to the contrary, is as much higher than physical power as mind is higher than matter; and that form of it is noblest of all for hight and breadth and strength, which is employed in the production and confirmation of the divinest elements and styles of human character. As a medium therefore of the highest power for good to mankind, no employment can surpass in dignity that of the teacher: in dignity I say with purposed phrase, for nothing is dignified, as the word itself signifies, which is not of worth to men, or “worthy” of respect for its utilities. And how wonderful are the outward adaptations of his calling for productive efficiency: in the almost adoring confidence, with which those who voluntarily gather at the feet of a faithful and skillful teacher naturally wait for light and law at his mouth; as well as in the all constraining force of the instinct of imitation which is ever active towards him: so that he holds a readily accorded kingship over his happy subjects, and is almost idolized by them as an exemplar.

It is certainly an interesting question in itself, and urgent in all its relations: how may one standing in such a place of intellectual and moral power best acquit himself in it; or, how may he best meet all the responsibilities, and best wield all the forces, belonging to his highest of human employments. It is a question, the right solution of which greatly concerns not himself alone, but also the whole community.

Consider then the elements which enter into the composition of the true teacher of the highest type.

First. Personally, as a man.

All true human excellencies and distinctions are personal and not official, interior and not extrinsic, the product of our own endeavors and not the bestowal of others, the growth of years of high aims and great efforts, and not the incidents or accidents of an hour. There is no endowment for worthily filling any place, or worthily undertaking any enterprize, like real individual manhood. The world has but two actual wants: real manliness and real godliness, yea rather in a truer interpretation, only one; since true manliness and godliness are but the same inward style of character, shining forth in the one case earthwards, and in the other case heavenwards. Let but our teachers be one and all true men in their age, and for their age, and neither they nor their great cause will long fail of success or glory.

I. What then must be his mental and moral tastes, as a true and cultivated man?

1. He must have a high appreciative relish for mental and moral pleasures.

Men who have no strong controlling preference for one style of pleasure more than another are at the best but men of weak character, and by necessity of feeble thought; and they whose likes and dislikes have no law but their own caprice, or whose mental excitement is inflamed towards unworthy objects, are strong, if strong at all, only to do evil.

So constant and so great are the uses of high divine sentiment in his work, that the teacher of all men should be ever fledged with thoughts and feelings prompting him to soar. That atmosphere of gross uninspired and uninspiring conceptions, which is so apt to gather as a thick haze around the hearts of the material

workers of the world, will stifle all his greatness of soul, if he remains willingly in it. So subtle, determinative and perpetual is the contact of his inner being with that of the young formative hearts whose destiny he is shaping; and so electric and magical is the influence diffused at every point of his many relations to them; that a seraph's strength of intellect, purity of purpose and fiery zeal would seem to him none too great qualifications for his work.

It is not for material prosperity in life that a true teacher means or desires, to train his pupils. He does not take his guage of success himself, from any commercial measures of loss or gain, nor conceive of man as but a skillfully devised, movable, machine for grinding time and opportunity into gold. Nor does he think of fitting them to make at all hazards a gilded external show in life, as if brilliant action on the world's brief stage were the end of education; but to develop and perfect the mind and heart to all nobleness of aim and achievement:—this is his calling. He must therefore himself relish mental and moral pleasures keenly, if he would impart to them such a relish; and he must be ever growing consciously in mind and heart, if he would have any of that catching enthusiasm for the attainment of the highest prizes of life, which, more than any other element of his preparation for his work, will enable him to fire them with a similar estimate of their value, and a similar spirit of endeavor to obtain them.

(1.) He should be ever eager for the acquirement of new knowledge.

By this is not meant any unreflective fondness for adding mere isolated facts of whatever kind, without reference to their inward connections or outward uses, to the store of his ideas; but studious zeal to know more and understand more of the great outside realm of things as they are, since, as being an evolution of the Deity they are so far full of His wisdom power and love; and to know them not only in their visible aspects as grand or beautiful or good, but also in their inward correlations of dependence and design, as streaked everywhere within and without with a great Divine plan: in all their imposing outlines of scientific or philosophic order, and at the same time in all the deep contents of their moral significance, as parts of God's great scheme of Redemption, in which they find the common basis of their existence

and the one grand explanation of all their mysteries and wonders. Ever new knowledge of such a true sort, received in such a true way, is delightful indeed, both because the elements of knowledge were made what they are, or employed as they are, in the constitution of the universe by its infinitely loving and infinitely joyous Maker, on purpose to give profit and pleasure in their survey and their use; and because also the soul itself has been made by Him to be happy in "seeing Him as He is," and in "being with Him where He is;" and, when the privilege of such immediate companionship with Him is withheld, in seeing His image in His works and communing with Him, in the open temple of His everywhere felt although unwitnessed presence. The inner eyes of the mind as instinctively crave knowledge, as do the outer ones of the body, light; and in a still higher sense than the bodily functions are they so fashioned as, when finding their proper end and use, to be full of gratification. The instinct of curiosity has been given to us to impel us to the pursuit of knowledge, as was the appetite for food to lead us to seek for its supply. Each new item of knowledge furnishes an additional part to our conceptions of the universe as it is: making our little picture of it in our thoughts more complete as an image of the great reality. Each new point also that we gain for viewing its inward elements and laws; for which its whole outward sweep of physical facts and forms is but a temporary system of manifestation; and which has been put together as it is by that Great Being, who can do nothing by piecemeal, or make anything isolated and disjointed and so, imperfect; but who had a plan before He had an universe, and who made accordingly the universe itself, as but the scaffolding for the erection and establishment of that great inward plan within it: is a new point gained for a larger and truer comprehension of the glory of our own natures as revealed in the vast varied and splendid array of things purposely contrived for their use improvement and enjoyment. The only real measures that exist, for ascertaining the amazing possibilities of the future to each of us in our own being, are the gorgeousness of the physical universe as it now is, as furnishing a mere primary lesson to us on the subject; the love and wisdom, beyond our poor comprehension, united in the great work of redemption for us; and the very infinite nature of God Himself,

in whose image we are made and for whose company forever, in ever increasing fullness of resemblance.

Any and every addition to our knowledge in these varied directions, rightly gained and rightly used, serves to enlarge and invigorate all the nobler elements of thought and feeling and action within us. And as to the visible universe, of which by the aid of the senses, the thoughts of most men are much more definite than of the other grand gauges and mirrors of the Divine patent of our nobility, how easy is the thought for any one, that, if the outer framework for the execution of God's great plan of all things be so magnificent, as is the whole bright sidereal universe, even as we know it who know so little of it, what then must be the exceeding glory of that plan itself. When its topstone shall be put on with shoutings, as in some day near to God it will be, the whole present material array of things will, as we are taught in many passages of Scripture, be dissolved by His hand from view, to be replaced by a better physical universe for the evolution of still higher parts of the Divine Plan, for which the frame of things that now are is altogether inadequate. Thus the Bible theory of all things is grand indeed: everything in the universe is a piece of Divine wisdom, the product of Divine love, set where it is and as it is by Divine plan, and upheld in existence continually by Divine power. All is from God and for God: all is also for man, and to be transposed in the end by Heavenly Alchemy into man. With strict philosophical, as well as etymological, propriety do we therefore call the laws, processes and operations of mature facts, or things done (*facio*); yes done by a Divine hand for a Divine end. And all supposed or pretended knowledge is true and real, in proportion as it corresponds in tone and influence with the true Christian philosophy of the universe. And knowledge gained with such aspects and in such relations brings far different exhilaration and stimulation to its possessor from any other fancied knowledge that is shorn of such elements. The joy of new knowledge accordingly and its power are various in different minds, according to two guages of measurement: their habit of insight into the moral relations and utilities of the knowledge that they gain; and their habit of profitable improvement of their own increasing knowledge to the great practical ends of life for themselves and others. It is lamentable indeed that so many mean by the pleasure of ac-

quiring knowledge, like most who speak of the pleasure of earnest industry, only the mere incidental gratification of mental activity, such, without reference as to any appreciation of the highest and most inspiring objects of all such activity.

[TO BE CONTINUED.]

---

## THE WAY TO SUCCEED.

BY CHARLES NORTHEND.\*

The call for well qualified and earnest teachers was never before so great as at the present time,—and the increase of the number of efficient instructors merely serves to increase the demand for more of “the same sort.” Communities which have always received the services of poorly qualified teachers are usually satisfied from the fact that they have never had the opportunity for noticing the difference. Our opinions and judgments are often formed by contrast, and without the means for making this we cannot truly appreciate the true worth either of an article or individual. In persons and things there are grades of qualities. An article may in itself seem good and right to one who has seen nothing better, and yet when brought into comparison with more complete specimens, its character and value will assume a much lower position. It is equally so with individuals and particularly with teachers. If the people of a district have long received the services of a teacher of very limited attainments and moderate efficiency, they may rest satisfied simply because they are in “blissful ignorance” of their true condition, but when the spell is once broken and they are brought to see the happy results attending the efforts of a teacher of the true stamp, they will never again be satisfied with one of an inferior grade. Hence it is true that an increase of the supply augments the demand. The number of districts is yearly increasing in which the right talent is better appreciated and more in demand.

\* Author of *Teacher and Parent*, and *Teachers' Assistant*.

But, says one, "I have been teaching several years and I cannot succeed in obtaining any better situation now than I had when I commenced. I have heard much about the increasing call for teachers and the liberal pecuniary inducements offered, but I do not believe one word of such talk. A few only secure good situations and they depend upon some extra efforts of their friends." For many years we have watched the operation of matters and we cannot abandon our opinion that good teachers were at no previous time so well appreciated and rewarded as they are at the present time. It is undoubtedly true that occasionally an incompetent and undeserving teacher gains an eligible position, while his really more deserving rival is left unemployed. But such elevation and such neglect will prove only ephemeral. True merit will sooner or later attract attention and secure true promotion while the temporary exaltation of the undeserving will only result in certain abasement.

Our position is that the business of teaching opens an increasingly extensive field for usefulness and pecuniary compensation, to those who are truly deserving. But it should not be forgotten that success and prosperity do not come of themselves. As failure is usually the result of inability to manage, or error in management, so success usually attends well directed ability.

When we hear teachers complaining that they are not properly appreciated nor properly rewarded, we shall find, almost invariably, that the fault is in themselves and not in their employers. If one enters upon the business of instruction with a feeling that his qualifications cannot be increased, and with the impression that teachers' meetings, institutes, educational books and periodicals are of no avail to him, he will not rise either in true merit or in the estimation of the community. But to him who enters the profession with an abiding conviction that the work before him is a noble work,—ever calling for higher qualifications, newer aspirations and more entire devotion, personal and professional improvement will be made and true elevation and deserved compensation will follow.

Again, if one engages in teaching with the impression that his entire duty will be performed and his entire responsibilities met by devoting six hours daily, to the work of the school room, he will neither increase his qualifications nor rise in the estimation of



the public. But he whose plans, energies and time are wisely and earnestly given to the good of his school and of the community in which he is called to labor, will become a growing man in his profession and his services will be duly honored and generously rewarded. There may be exceptions to these, but they will prove mere exceptions and of rare occurrence. The truly deserving may for a time suffer from neglect and lack of appreciation on the part of the public, but it will be only for a time. True merit combined with persevering and judicious effort will, in time, lead to true exaltation and success.

To the teacher who would hope to succeed, we would say: Be always learning yet never feel that you are a paragon of wisdom. Be active in aiding all the educational operations of the day so far as possible. Aim daily to promote your own improvement and rejoice daily in the improvement and elevation of your brother teachers. Be devoted to your work and let pupils and parents feel that your time and talents and acquirements are constantly devoted to their good and their improvement, and that in all proper ways and at all suitable times your words, example and influence shall be used for the good of the rising generation, and you will neither lack for friends, for appreciation, nor for compensation. The earnest, growing teacher will surely come to be in demand while the anti-progressive one will be left to occupy some subordinate position.

---

**FOLLOW THE RIGHT.**—No matter who you are, what your lot, or where you live; you cannot afford to do that which is not right. The only way to obtain happiness and pleasure for yourself, is to do the right thing. You may not always hit the mark; but you should, nevertheless, always aim at it, and with every trial your skill will increase. Whether you are to be praised or blamed for it by others; whether it will seemingly make you richer or poorer, or whether no other person than yourself knows of your action; still always, and in all cases, do the right thing. Your first lessons in this rule will sometimes seem hard ones, but they will grow easier and easier, until doing the right thing will become a habit, and to do wrong will be an impossibility.

•

## GIVE US LIGHT.

BY HON. HARVEY RICE.

Ay, give us light, more light to cheer  
Our footsteps onward still;  
Welcome the star, whose bright career  
Doth fling o'er vale and hill  
Light—more Light!

Methinks I hear the toiling mass,  
Who sweat to pamper pride,  
Whisper with murmuring lips, "Alas!  
And why are we denied  
Light—more Light?"

O list! how like the startling wave  
That breaks on ocean's shore,  
The voice that wakes the mental slave,  
Who hardly dares implore  
Light—more Light!

True men are they, with lips unsealed,  
Men of unfettered mind,  
Who seek the light, as 'tis revealed,  
In Nature's teachings kind,  
Light—more Light!

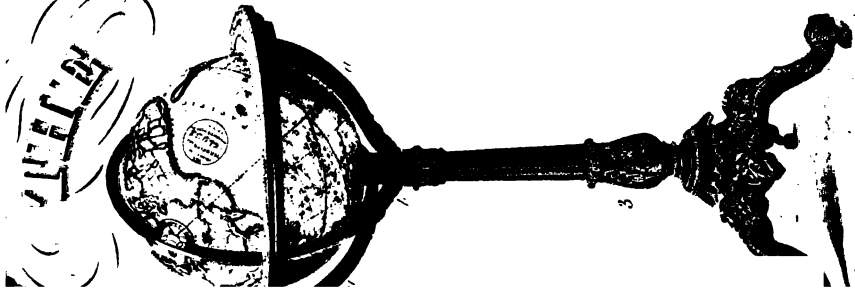
While Truth her glorious banner waves  
From high celestial walls,  
Strong men will rise, e'en from their graves,  
To catch the light that falls! —  
Light—more Light!



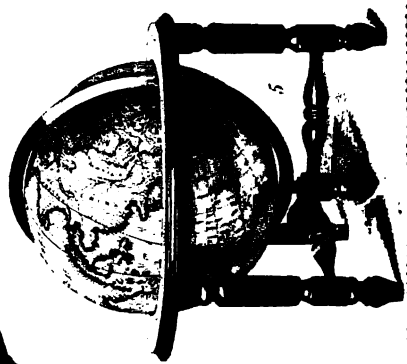
STEELE'S



THE WEEKLY



Revolution 1870-71  
The American revolution is a great one.



THE WEEKLY

EXTRACT OF REPORT OF SCHOOL COMMISSIONER,  
FOR PAST SCHOOL YEAR.

My transactions in regard to school libraries, for the last school year, properly belong to the Report now made. The business relating to this subject, was all performed during the period covered by this Report. But since I anticipated this subject in my report for the previous year—stating transactions at considerable length—I shall not on this occasion go into details, to an extent which might be deemed requisite, were this the first presentation of the matter. Indeed, little would necessarily now be said, were it not that to another General Assembly than that last year in session, this Report is rendered.

## BOOKS SELECTED.

Inasmuch as complaints had been made that the library law left the selection of books exclusively to the judgment of the Commissioner, giving the people no voice in the matter, I thought it best to take away occasion, so far as I could, for this objection. Accordingly, by circulars, numerous scattered throughout the State; by extensive correspondence and by personal consultations. I endeavored to ascertain the opinions and wishes of the people in regard to the books to be purchased. Aided by counsel thus obtained, and having given all the time that I could command to a careful examination of books, the works which were finally selected were such as I had reason to believe would both please and benefit those for whom they were designed. That in every case the best book was selected, it would be folly for me to claim. Except in regard to two or three books, I have not yet heard one word of complaint; and in regard to these two or three, it is proper that I should say that, so far as I am informed, objections have been made but by few individuals. And while I do not think that these few works are seriously objectionable, I am free to acknowledge that upon more careful perusal, I think that the complaints made were not entirely groundless. Of at least forty-nine fiftieths of the books selected, purchased and distributed, I have heard nothing but commendations; and I believe that I am fully authorized to say that they have met the wants as well as the acceptance of the people. This opinion I can express without immodesty; since I give to others a large share of the credit which may be due in the case.

In one particular, I think that I committed a mistake; though in regard to it no word of complaint has reached me. I refer to the fact that the proportion of strictly juvenile works is smaller than, upon reflection, I judge that it should be. But this deficiency will be remedied in my selections for the present year.

But since I herewith furnish a catalogue of the books distributed, I need not further dwell upon this point. Permit me, however, to mention that the books in this list run from ten to sixteen hundred and fifty in number; the small numbers going only to our larger towns. If the absence of certain works of high value shall excite inquiry, permit me to intimate that it is highly probable that such books were previously in the libraries.

#### PURCHASE OF BOOKS.

In regard to the manner in which the books were procured, the prices paid, the style of manufacture, including binding, I beg leave to refer you to the report of last year. You will there find that the contract for supplying the books was awarded to the lowest bidder. I do not deem it at all necessary to spend time in defense of the contract made; as I am fully persuaded that it has met the approval of nearly if not quite all those who have given it consideration. I do not recollect to have heard from any quarter a complaint in regard to the rates at which the books were furnished. To this day I have not heard of another publishing house which would have accepted the contract upon the terms made with the Messrs. Appleton. And no parties, well informed in regard to such matters, have claimed that the prices paid left, over and above expenses incurred, any considerable profit to the contractors.

It is proper that I should here state that the conditions of the contract were faithfully performed. I never discovered the least desire or purpose on the part of the contractors to omit doing all that the contract called for. In every particular the work was performed to my acceptance; and in the estimation of competent judges, no ground was left for complaint. In all my transactions in behalf of the State with them, the Messrs. Appleton have evinced a spirit of fair and honorable dealing.

Before accepting their performance of the contract, I appointed Messrs. Mason Brothers and John W. Ladd, to examine the books and thoroughly to scrutinize the binding; comparing it with what the contract required. They performed the service, and reported through the following certificate:

"NEW YORK, March 31st, 1859.

At the request of the Commissioner of Common Schools for Ohio, we have carefully examined the books at Messrs. Appleton & Co.'s, recently bound for the Ohio School Libraries; and we express the fullest satisfaction with the manner in which the work has been performed. In durability and neatness we have never seen the work equalled, by any for a similar purpose.

We have also examined the contract for these books, and particularly article 3d, and are satisfied that the terms have been ful-

filled in every respect. Indeed, we think that in all the details, the books are actually much better bound than was necessary to comply with the contract.

MASON BROTHERS,  
JOHN W. LADD."

#### RECEPTION OF THE LIBRARIES.

In leaving this subject, I may mention that the quality of paper, the printing, and, especially, the style of binding, have, in locations from which I have heard on the subject, been approved. The following extract of a letter from the Auditor of Delaware county, is a fair representative of the public opinion which has come to my knowledge:

"It gives me pleasure to state that the library books sent to this county by you last spring, were far superior to any in former years received. That a more choice selection of reading matter had been made, and a better quality of binding secured, was the expressed opinion of the different school officers who received them from my hands."

That the books have been made useful, there is abundant testimony. A prominent gentleman in Cincinnati writes: "Our library is more popular than ever. The drawings for the past year reach 90,000."

In the recent published annual report of the schools in Akron, the Superintendent, Mr. C. T. Pooler, says, when speaking of library matters connected with those schools: "This large library contains the choicest selection of interesting and valuable books, admirably calculated to awaken an interest, and to form an elevated taste in the choice of reading matter in the minds of scholars of all ages. And it is exceedingly gratifying to me to be able to report so favorably upon the *utility* of the liberal system adopted by the State, in presenting these treasures of knowledge and valuable information a free offering to all.

The number of volumes drawn during the year by Grammar and High School pupils, is,	- - - - -	1,930
Number drawn previous year,	- - - - -	1,652

Increase,	- - - - -	278
-----------	-----------	-----

This increase has been made upon a diminution in the number of scholars."

From information which I am constantly receiving, no room is left for doubt that, *whenever the law has been wisely and faithfully executed*, the books are exceedingly useful; and the library system is increasing in popularity. Thousands of our youth and citizens are reading the histories of Mitchelet, Hume and Macaulay; of Bancroft, Prescott and Irving; the best of works on agri-

culture, science, literature, biography and poetry; who, but for our library system, would have no opportunity for their perusal.

And who can estimate the value to individuals and to the State, of the improvement in character thus secured? How many but for these books would have spent the time, now so pleasantly and profitably occupied in reading, in idleness; or in acquiring vicious habits. By means of these books, how many young souls may have pulsed with new ideas of life's duties; how many young hearts throbbed with new and noble purposes. From how many young minds may the error which had just begun to take root, been eradicated; and the incipient vice washed out.

And does not this rise in intelligence and moral tone, more than compensate the people of the State for the one cent tax upon each one hundred dollars of property assessed? Could a more profitable investment be made by the people of Ohio of the 1-10,000th part of their wealth?

But it may be replied, that if people want libraries, let them supply themselves with books, without the intervention of law.

To this I answer, that the idea involves an impossibility. A majority of the people of our State have not the means for providing themselves with one-half the books which they desire and need to peruse. There are thousands of fathers of numerous families, who could not without the utmost difficulty purchase five dollars worth of books during each year. Every teacher knows how hard it is for many parents to supply their children with the cheap text-books used in school. Many of our Boards of Education find it necessary to make appropriations to aid the poor in buying readers and arithmetics. And yet the youth in such families need good books even more than the sons and daughters of the wealthy. May it not be economy, as well as benevolence, to place books within their reach? There are, doubtless, townships in the State in which the average taxable property of the families does not exceed one thousand dollars. Their average tax for libraries is *ten cents*—sufficient to buy an almanac, but not quite enough to buy a spelling-book. But under the operations of the library law, each of these new and sparsely settled townships, receives annually from fifteen to fifty of the best of books.

But apply this subject to the more favored and wealthy classes, —to those who can, if they please, purchase all the books needed for the best interests of their families. Does not our library system save them the necessity of a large outlay of funds? Certainly. The man whose property is assessed at ten thousand dollars, pays a library tax of one dollar. This amount would pay for but one book—a small one at that. But this small amount gives him, under our library system, and without additional ex-



pense in any way, constant access to a large and well-appointed library.

There are a few books which all need to own, and have at all times at hand. But beyond this small number, it is not necessary to spend money in the purchase of books. Of three-fourths of the good books which are published, a single reading is all that most people need. Take, for example, the *Life of Gen. Havelack*. It is a work of thrilling interest, and it would be well if all could read it. But a single reading is all that is wanted. Why then pay for it \$1.25, when its perusal can be had for less than a single mill?

For these reasons I am in favor of our school library law. But I readily admit that there are wise and good men in the State, who are honestly opposed to this law; and whose judgment and opinions in the matter I would treat with all respect and regard. If the plan is not good—if it is not worth to the people all that it costs—then the law should be repealed.

#### ARRANGEMENTS FOR CURRENT YEAR.

Although it does not properly belong to the present Report, I wish to intimate to the Assembly my arrangements in regard to library matters for the current school year.

I am confident that no *better* arrangement than that of last year is possible. Books can in no proper way, be furnished on terms more favorable to the State. By buying old cast-away plates of books which have had their day, and which were never of much value—by using the poorest qualities of paper—by binding the books so cheaply that their appearance would be an effective caution against looking into them, lower prices could, doubtless, have been secured. But books upon which there is a respectable copy right—books of recent date and of good repute—books printed on fair paper, and bound in comely and substantial style, can not be had at less than forty per cent. off from retail rates. I therefore believe that no *better* course could be taken for the current year, than to repeat the arrangement of last year.

Still, I shall not take this course, since I find it possible by a different plan to do as well for the State; notwithstanding that it will devolve upon me greatly increased labor and care.

Very naturally the question will arise, why adopt a new plan while the old one has resulted satisfactorily? My answer is, that I greatly desire to relieve our library system from the objection urged by some, that it is made to play into the interests of this or that favored publishing house—that a monopoly is secured to a fortunate contractor.

So far, at least, as the history of the past year is concerned, the objection is groundless. Nothing could be further from the truth. But however unjust the objection may be, it exerts an

injurious influence. Some will take it for granted that there must be something wrong; and thus a prejudice is excited against the whole plan of libraries. I wish, if it be possible, to take away all occasion for even unreasonable complaint on this subject; and therefore I have arranged to have the binding done within our State. The printed sheets of all western books, I am purchasing directly from their publishers. The balance I order through a responsible New York house. Though this plan somewhat complicates the business, the books are obtained on terms as favorable as those of last year; and I trust that it will prove acceptable to all.

If any shall enquire why I do not order all the printed sheets direct from their publishers, I reply that such a course is utterly impracticable, with the present administrative force of the department. The books last year ordered through the Messrs. Appleton, were the publications of no less than twenty different establishments, scattered through the country from Cincinnati to Boston. Some were foreign works, not republished in this country. From some publishers but a small number of books were wanted. Some were with difficulty procured; and it was necessary to find them, one here and another there, in different bookstores.

All who are acquainted with the fact that the pressure of miscellaneous business upon the Commissioner is great and constant, must see the impracticability of the idea of his procuring from all these publishers, direct, the works required. It would involve the necessity of many and expensive journeys; of opening numerous accounts, the settlement of which might be attended with difficulties; under the operation of the law for the semi-annual collection of taxes, each purchase would be paid at different times; and at each payment triplicate bills, certified by various parties, would be required; one for the Auditor's office, one for the Comptroller's and one for this. All this would require no little book-keeping, and other clerical labor.

Upon this plan, involving great difficulties, there would be no saving in any way to the State. The books would cost no less by this mode of purchase. It would be impracticable to take security from each publisher that his books should be of the required quality of paper and printing; and thus the interests of the State would lack due protection. All the sheets would need to be collected at one point for the certainty of uniform and substantial binding, and for assorting for distribution.

It is for these and other similar reasons, that I have been induced to take the course already indicated; that is, arrange for the binding in Cincinnati; order direct from Ohio publishers whatever of their books are needed; and contract with a single party to furnish all the eastern and foreign publications which may be

required. On this plan, the books will be had on terms as favorable as those of last year; it will be easy to protect the interests of the State by sufficient bonds; it will leave no party *good cause* for complaint; and the business will be greatly simplified.

---

### LEIGH HUNT.

The London correspondent of the *Spirit of the Times* gives the following sketch of the personal appearance of the late author :

“Leigh Hunt was tall rather than otherwise—five feet ten inches and a half when measured for the St. James Volunteers; though, in common with men whose length is in the body rather than the legs, his height diminished as he advanced in life. He was remarkably straight and upright in his carriage, with a short firm step, and a cheerful, almost dashing approach, smiling, breathing, and making his voice heard in little articulate ejaculations as he met a friend, in an irrepressible satisfaction at the encounter, that not unfrequently conveyed high gratification to the arriver who was thus greeted. He had straight black hair, which he wore parted in the center; a dark, but not pale complexion; features compounded between length and a certain irregularity of outline, characteristic of the American mould; black eye-brows, firmly marking the edge of a brow over which was a singularly upright, flat, white forehead, and under which beamed a pair of eyes dark, brilliant, reflecting, gay and kind, with a certain look of observant humor that suggested an idea of what is called slyness when it is applied to children or girls; for he had not the aspect given to him in one of his portraits, of which he said that ‘the fellow looked as if he had stolen a tankard.’ He had a head massive and tall, and longer than most men’s. Byron, Shelly and Keats wore hats which he could not put on; but it was not out of proportion to the figure, its outline being peculiarly smooth and devoid of ‘bumps.’ His upper lip was long, his mouth large and hard in the flesh; his chin retreating and gentle like a woman’s. His sloping shoulders, not very wide, almost concealed the ample proportions of his chest; though that was of a compass which not every pair of arms could span. Nature had gifted him with an intense dramatic perception, an exquisite ear for music, and a voice of extraordinary compass, power, flexibility and beauty.”

## Editorial Department.

---

### WORDS PRELIMINARY.

Eight years have flown since Dr. A. D. Lord sat him down upon the uncushioned tripod of the *Journal of Education*, and wrote his "Introductory." Eight years! It seems but yesterday that we read those appropriate lines. Eight years! The world has seen changes in those years, so quickly gone. In matters pertaining to education in our own State, very great changes have been wrought.

The following is an extract from the "Introductory," already alluded to:

"It will labor to secure an efficient supervision of the Common Schools of the State; it will urge the immediate necessity of a thorough revision of the School Laws, and the importance of digesting a grand, comprehensive school system, worthy of the age and adequate to our wants; it will advocate the propriety of re-districting the State for school purposes, so that the districts may be of sufficient size to warrant the erection of a good school house and the maintenance of a school during the greater part of the year; it will seek to disseminate correct information in regard to the construction of school houses, and their appurtenances, and the importance of placing in every district a well selected Library; it will endeavor to show the indispensable necessity of a course of special training, or a professional education for Teachers; and will aim to elevate the rank of the Teacher by improving his qualifications and preparing him to *command* the respect which is due to all who are worthily engaged in so noble a calling."

Before he resigned the editorship, Dr. Lord saw the accomplishment of some of the improvements which he aimed to facilitate. Those four were eventful years in Ohio's school history. In 1853 a revolution was wrought—a brighter day dawned.

Four years ago the charge of the *Journal of Education* passed into the hands of Mr. Smyth; and he, in his first attempt to balance himself and sit erect on the chair editorial, perpetrated his "Prolegomena;" in which he showed that the work then to be accomplished was not, as four years before, to lend a hand in securing the enactment of a wise and efficient school system; but to promote the successful operation of the system then and still existing.

In one year Mr. Smyth gave way to Mr. Caldwell, who at the end of another twelve months, was succeeded by Mr. Coggeshall. But under the charge of each and all of these gentlemen, the aim of the *Journal* was one—the advancement of the true interests of popular learning.

At the close of the last year, Mr. Coggeshall resigned the editorship; and the question arose, *what shall now be done with the Journal?* There were no ap-

plicants for the post of publisher or editor. It was deemed best that the Teachers' Association should no longer be directly concerned in its publication.

Near the close of December, we arranged to become sole proprietors and managers of a periodical to be the successor of the *Journal*, which we named *The Ohio Teachers' Monthly*, since changed, by suggestion of friends, to *The Ohio Educational Monthly*.

We are placed in this position by the will of others, rather than our own. We have accepted it with doubts as to the propriety and expedience of our engaging in such an enterprise. But the Rubicon is behind us, and it is too late to retreat. We now go forward, determined to conquer, but prepared to die, if so it is decreed. But we do not mean to die; for while we can not, with our young friends in Sunday Schools sing, "Yes, I'm glad I'm in this army," we do not intend to be "discouraged," but go forward and accomplish what we can—yes, friends, *what we can*.

We do not here erect a platform, and promise what particular course shall be followed. It is easy to promise, but not always to perform. But we are not without a purpose; and what shall from month to month seem best adapted to help forward education in Ohio, that we shall do, as best we can.

In our devotion to the cause of our public schools, we shall not be forgetful of the Colleges, Female Seminaries and Private Schools of the State.

No bright visions of dollars in the way of profits dazzle our imaginations. Prospective fame lures us not. But if we shall know that our efforts tend to the instruction and encouragement of Teachers in their great work—if we shall be able to stir up any directors or examiners of schools to greater diligence in their duties, we shall have received a satisfactory reward.

Our reliance is not chiefly in what we shall write for the columns of the *Monthly*, but in the contributions which we are led to expect from the friends of education, at home and abroad.

---

In getting out the first number of the *Monthly*, we have been delayed a few days beyond the time specified in the prospectus. This has been unavoidable. The February number will be published on the 10th day of that month, and all subsequent numbers promptly on the first day of each month.

The February number will contain a statement in regard to the Western Female Seminary, at Oxford, with a fine steel engraving of the building recently destroyed—Mr. Dwight's able article will be continued—contributions from Dr. Lord, of Columbus; Mr. Leggett, of Zanesville; Mr. White of Portsmouth, and Mr. Brown, of Toledo—Editorial—Official, Notices of Books, etc.

---

An *Institute* was held in St. Clairsville, during the last week in December. The number of teachers in attendance was large, and the proceedings passed off to the pleasure and profit of all concerned. From abroad, as instructors and lecturers, were Messrs. Ogden, Regal, Kidd, W. T. Coggeshall, and Rev. Messrs. Boyd and Watkins. At the close of the meeting a Teachers' Association for Belmont county was organized, of which Prof. Wm. S. Alder was chosen President and W. R. Pugh Secretary.

## Monthly News.

---

The following gentlemen compose the Committees on *Schools and School Lands* in the General Assembly:

SENATE COMMITTEE.—Messrs. Monroe, of Lorain; Garfield, of Portage; Stanley, of Vinton; Schleich, of Fairfield, and Foster, of Williams.

HOUSE COMMITTEE.—Messrs. Plants, of Meigs; Rees, of Morrow; Cox, of Knox; Wright and Jonas, of Hamilton; Steele, of Lucas, and Stiers, of Hocking.

All these gentlemen we judge to be well qualified for the important business which will fall to their charge. Mr. Monroe is Professor of Rhetoric in Oberlin College, and for four years has served on the House Committee on Schools. Mr. Garfield is Principal of the Western Reserve Eclectic Institute, an institution of deservedly high reputation. Mr. Rees is Principal of the Public Schools in Cardington. The other gentlemen are lawyers, editors and farmers of good education and business abilities.

The Committee on *Universities, Colleges and Academies* are, in the Senate, Messrs. Garfield, Moore, Cox, Key and Orr; in the House, Messrs. Blakeslee, Clapp, Moore, Rees, Truesdell, Reisinger and Noble.

---

AMENDMENTS TO SCHOOL LAW.—On the second day of the session, Mr. Harrison, of the Senate, introduced a bill "to suspend the school library tax for two years."

This bill, after some debate, passed the Senate by a vote of twenty-two to thirteen. Those who voted in the affirmative were Messrs. Brewer, Collins, Ferguson, Fisher, Glass, Harrison, Harsh, Holmes, Jones, Key, McCall, Moore, Newman, Orr, Perrill, Potts, Potwin, Ready, Smith, Sprague, Walker and White.

Those who voted in the negative were Messrs. Breck, Bonar, Cox, Cuppy, Eason, Foster, Garfield, Laskey, Monroe, Morse, Parish, Schleich and Stanley.

The opponents of the bill plead for its reference to the Committee on Schools; but were voted down, fourteen to twenty. It was a short course that the bill took in the Senate, little time being had for debate and consideration.

We presume that most of our readers will regret this action, but we must remember that the power which creates has the right to amend or repeal. We regret *suspension* far more than we should *repeal*, believing that the law ought either to operate or be abolished.

The friends of the bill argued that the business of establishing libraries was foreign to the legitimate purpose of government; that in some localities the libraries are neither cared for nor useful, and that all expenses not absolutely necessary should be retrenched, that the people may be relieved of the burden of excessive taxation which they now bear.

We are told that no word of complaint was uttered concerning the administration of the library law during the last year, by those who took part in the debate.

What will be the fortune of the bill in the House, where it now is, we have limited data for the formation of an opinion.

---

Mr. Garfield has introduced a bill so to amend section 46 of the school law as to allow School Examiners \$2 50 per diem, instead of \$1 50 as now, for services.

---

In the House Mr. Monahan, of Athens, has introduced a bill "To encourage Teachers' Institutes."

Mr. Robinson, of Union, offered the following resolution, which was adopted:

*Resolved.* That the Commissioner of Common Schools be, and he is hereby directed to correspond with the Auditors of the several counties [of this State,] and ascertain and report to this House the amount of money paid to School Examiners, between December 1st, 1858, and December 1st, 1859, in each of the counties of this State.

Mr. McSchooler, of Pickaway, has introduced a bill to amend section 63 of the School Law so as to allow one half of the school monies collected in each county to be retained there, and the other half to be distributed as at present.

---

The Board of Education in Cleveland have forwarded to the Assembly an earnest remonstrance against the repeal or suspension of the School library law.

---

Rev. J. E. Twitchell, the highly successful Superintendent of the Public Schools in Xenia, has received a pressing invitation to the pastoral charge of the Congregational Church and Society in Dayton. We have not learned whether he will accept or decline the call.

---

The schools in Xenia are in an exceedingly prosperous state. The report for the last term, of which the following is the recapitulation, appears in a recent number of the *Torch Light*:

Whole number enrolled in all the Departments	-	-	-	-	884
Monthly enrollment in all the Departments	-	-	-	-	686½
Average attendance	-	-	-	-	625½
Per cent	-	-	-	-	91
Number of pupils not absent during the entire session	-	-	-	-	101
Number not tardy during session	-	-	-	-	227
Number not absent nor tardy	-	-	-	-	38
Whole number of visitors	-	-	-	-	576

---

On the 14th inst., the Western Female Seminary at Oxford was destroyed by fire. In our next number we shall speak more at length in regard to this institution.

Gov. Chase lectured in Cleveland on Monday, January 16th, for the benefit of the Children's Aid Society.

---

We understand that Horace Greeley visited the Schools of our city yesterday—making a brief call at the Lagrange Street School, and a longer one at the High School Building. Mr. G. addressed the scholars, giving them some good advice and complimenting or criticizing such exercises as came under his observation. With our school system he seemed well pleased, and during his brief visit we trust that many of the better features of our city came under his notice in a manner calculated to leave a favorable impression.—*Toledo Blade*, Jan. 17.

---

BOARD OF EDUCATION.—Regular meeting held last night. The pay-roll of the teachers was presented and sent to the Council. The renewal of insurance on school buildings was suggested to Council. The change of teachers in Hudson and Pearl streets was refused. The committee on the petition of residents of Sixth Ward to have a separate school for colored children, reported adversely to granting said petition. They regret the necessity of associating the races, but report that the Board has no power to establish such a school. Mr. Bradburn presented a minority report, expressing no regret that the races be associated, but agreeing that it is inexpedient to grant the request. The majority report was accepted.—*Cleveland Nat. Democrat*.

---

GRANVILLE FEMALE ACADEMY.—The Spring and Summer session and the twenty-sixth year of this popular educational institution, commences on the second of February. Mr. W. P. Kerr, the Principal, has labored long and diligently to render his school all that an Academy should be, and now finds his reward in its established popularity and high character. It is in a pleasant and healthy location, and has every facility desirable in an institution of its character, both as regards the instruction of pupils and their comfort and convenience. The terms of tuition at Granville, together with the facilities of a thorough education are inducements, we believe, not equalled by any other Academy in the State.—*Statesman*.

---

DEATH OF DANA P. COLBURN.—The Providence *Journal* announces the death of D. P. Colburn, Principal of the State Normal School at Bristol, R. I.

He had been taking a ride to Bristol Ferry in a light two-wheeled buggy, and on his return, when near the corner at Walker's bridge, he was suddenly thrown out, and in striking the frozen ground, as is supposed, his skull was badly fractured.

Mr. Colburn was a teacher of wide reputation, and author of some arithmetical works.

During the last summer we met Mr. Colburn at Trenton, N. J., and again at New Bedford, Mass., at educational meetings. He was prominent among New England Teachers, and his untimely death is a severe loss to the profession.



**MARIETTA COLLEGE**—We have received the catalogue of this institution for 1859-60. A few changes have been made in the Corporation and officers, as follows: Rev. Dr. Pratt, of Portsmouth, and Samuel Shipman, of Marietta, have been added to the Corporation; and Rev. Dr. Fisher, late of Cincinnati, has resigned his place in that body. Mr. S. Shipman has also been transferred from Overseer of the Fund to the Executive Committee.

The Faculty are:

I. W. Andrews, D. D., President, and Professor of Moral and Intellectual Philosophy.

John Kendrick, M. A., Professor of the Latin and Greek Languages, and Literature.

E. B. Andrews, M. A., Professor of the Natural Sciences.

E. W. Evans, M. A., Professor of Mathematics and Natural Philosophy, and Lecturer on Astronomy.

A. M. Washburn, B. A., Tutor.

David E. Beach, B. A., Principal of the Preparatory Department.

The whole number of students is 96, of which 56 belong to the College proper, as follows: Seniors 9; Juniors 14; Sophomores 17; Freshmen 16. In the Preparatory Department there are 40 pupils.

**SPRINGFIELD FEMALE SEMINARY.**—The semi-annual examinations of this institution, just closed, show that the course of study is thorough, and that the acquirements of the young ladies are of a high order. The corps of teachers in this school, headed by Messrs. Sturdevant and Rodgers, possess more than ordinary ability, and this feature, combined with the business tact and energy of those gentlemen, is securing for the institution a career in every way successful.

**THE COUNTY SPELLING MATCH.**—The Board of School Examiners, for Trumbull county, believing that spelling, as an important branch of education, has not received the attention it deserves, in the Common Schools of the county, and that such means as may be available should be employed to awaken a greater interest in this division of education, have resolved to hold a Spelling Match on Saturday, the 11th day of February, 1860, at the Bazetta Academy, that place being the most central point of the county. One pupil from each school in the county, will be allowed to enter the class. Each candidate for the prize will be required to present a certificate from his or her teacher, as evidence of his or her appointment.

Webster's Unabridged Pictorial Dictionary will be awarded as a prize, to the best speller of words pronounced from McGuffey's Spelling Book, and if any of the class should be found to be masters of the spelling book, they can then have a trial on words selected from the Primary Dictionary of Webster. Candidates are requested to be prompt in attendance at 10 o'clock, A. M. —  
*Chronicle.*

WHITTLESEY ADAMS.

## Book Notices.

---

**MODERN PHILOLOGY: ITS DISCOVERIES, HISTORY AND INFLUENCE.** By BENJAMIN W. DWIGHT.

No work upon Philology has appeared—certainly none in this country—which will bear comparison with the above named, in thoroughness as well as breadth of research; boldness and yet accuracy of statement; richness of illustration, and attractiveness both to the scholar and the general reader. The author has evidently made the subject his specialty, pursuing it with the zeal of an enthusiast; and he cannot fail to kindle a corresponding ardor in the mind of every intelligent person who will follow him in the wide range of thought which his essays open. A theme which would generally be supposed dry and barren, seems under his touch full of life and meaning. The style is ornate, almost to excess, though always clear and fitting. It charms by its poetic beauty, and lures as for its own sake. His purpose he states to have been to “attract the greatest possible number of eyes to the glory of the new Philology;” and certainly none can look even casually upon what he displays of it without admiration, or without desiring to behold more. We learn to value language not as a mere useful medium for the interchange of ideas, but as in itself a treasure, for the possession of which we may well dig deep. “Ancient words are kept as precious coins,” no longer valuable for commodity, yet having more than their original price for classification and preservations, the means by which to revive obsolete histories, trace the progress of nations, ascertain the influences of climate and occupation, and study character.

The book is divided into three parts, treating, 1st, of the history of Indo-European languages; 2d, of the progress of modern Philology; and 3d, of the science of Etymology. To enter at all into detail upon these points, or suggest possible defects, would swell a book notice into a review, and we must therefore close by cordially commending the volume (which, by the way, is an elegant specimen of the printer's art) to students of every class, confident that they will find themselves amply repaid for its perusal.

**THE TEACHER'S ASSISTANT; or Hints and Methods in School Discipline and Instruction:** being a series of familiar Letters to one entering upon the Teacher's work. By CHARLES NORTHEED, A. M., author of *The Teacher and Parent*, etc. Boston: Crosby, Nichols & Co. Chicago: George Sherwood.

Those who have read the former work of Mr. Northend, will require little prompting to procure and peruse this. The same warm and genial spirit, and the same easy style characterize both. We heartily commend it to all teachers who desire to rise and excel in their calling; and as heartily advise all other teachers to treat it as the Priest and Levite did the man who fell among thieves.

**WEBSTER'S DICTIONARY ; Pictorial Edition ; Unabridged.**

To copy the title-page of this great work, would require a full page of the *Monthly*; and to detail its characteristic merits would fill our thirty-two pages every month for a year. It is one of those books in regard to which there is no need of speaking at length. It speaks for itself, wherever the English language is spoken.

This edition is a great improvement upon the former. We can not doubt that there will be for it a large demand.

**THE READABLE DICTIONARY ;** or, Topical and Synonymic Lexicon : containing several thousand of the more useful terms of the English language ; classified by subjects, and arranged according to their affinities of meaning ; with accompanying Etymologies, Definitions and Illustrations ; to which are added—I. Lists of foreign terms and phrases frequently occurring in English books. II. A table of the common abbreviations. III. An alphabetical list of Latin and Greek roots, with derivatives. For the use of schools and private students. By JOHN WILLIAMS, A. M. Columbus, O.: M. C. Lilley. 1860.

It is easy to puff a new publication, and pronounce it a "necessity in every library," but we are determined that such shall not be the practice of the *Monthly*. Unless we believe a work to be really valuable, it shall receive from us no praise.

But the work whose title page we here copy, is one which we can heartily commend without doing the least violence to conscience. As a text-book for schools of advanced grade, and a work for reference in the family, it is admirable. We have long been familiar with the best lexicons in our language, and have supposed ourselves tolerably well posted in respect to definitions. But an examination of this learned, though simple and popular work, has convinced us that we have a great deal yet to learn in the matter.

The author has long been a teacher in the public schools of Lancaster, and a School Examiner for the county of Fairfield. The work does honor to Ohio ; and we trust that it will receive the patronage which it so well deserves.

**GREAT LITERARY ENTERPRISE.**—Brown, Taggard & Chase, of Boston, are engaged in a literary enterprise that will be hailed with satisfaction in all parts of the country. They have in press the complete works of Lord Bacon, to be issued in superb style in twelve crown octavo volumes. They intend to make this new edition of Bacon, for which a great necessity exists in the market, the beginning of a series of standard works of the first class. Every effort will be made to issue the volumes in a style of excellence and magnificence that shall surpass anything yet produced by book makers at home or abroad. Messrs. Houghton & Co., of the noted Riverside press at Cambridge, have these works in hand. The books will be printed upon the finest tinted paper, and bound in a style which for beauty and durability will commend itself to all tastes. Lord Bacon's works will be followed by a complete edition of the writings of Sir Walter Scott, including his novels and poems, and his life by Lockhart. We commend this enterprise to the literary public, in the full assurance that it will be in every respect worthy the most liberal support.

## Official Department.

---

Believing that thus we shall add to the interest of the *Monthly*, and diffuse throughout the State important information, we have arranged with the State School Commissioner that he shall, every month, publish in our pages circulars, opinions, etc., pertaining to the operations of our school system, the just interpretation of its provisions, and whatever else he may judge important. In our next number he will address a circular to *Teachers*, explaining their duties in regard to reporting to the township clerks the statistics of their schools, as required in sec. 18 of the School law.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
Columbus, O, Jan. 12th, 1860. }

*To the Auditors of Counties in the State of Ohio.*

GENTLEMEN: I address you in obedience to the following Resolution of the House of Representatives now in session :

### HOUSE RESOLUTION, NO. 37.

*Resolved*, That the Commissioner of Common Schools be, and he is hereby directed to correspond with the Auditors of the several counties [of this State], and ascertain and report to this House the amount of money paid to School Examiners, between December 1st, 1858, and December 1st, 1859, in each of the counties of this State.

#### HOUSE OF REPRESENTATIVES.

Passed Jan. 12, 1860.

Attest: B. R. COWEN, *Clerk*.

Please state separately, the amount paid Examiners for their services, and the amount paid for printing, stationery and other incidental expenses, connected with examinations.

If possible, please reply by return mail.

Within ten days I shall send to the office of each of you, pre-paid, a package of Reports of this Department for the past year. Please furnish a copy to each of your county officers, including your School Examiners, and a copy to each Township Clerk in your county. The balance of the copies please distribute at discretion, or upon orders which I may give.

Yours truly,

ANSON SMYTH, *Commissioner*.

---

## NOTES AND QUERIES.

---

Suppose two ships, capable of sailing at bullet speed, be placed forty yards apart; both ships are sailing in the same direction; a loaded cannon is discharged from the hindmost ship.

QUERY: Would the ball reach the foremost ship?

J. H. W.

In the sentence "He received it as a signal," I should call "as" a preposition, since it shows the relation between "received" and "signal."

\*





THE HOUSE OF REPRESENTATIVES, WASHINGTON, D. C.

DESIGNED BY J. A. J. 1875. DRAWN BY J. A. J. 1875. ENGRAVED BY J. A. J. 1875.

... .. Y,

utler  
ving  
ing,

ary;  
ex-  
ader  
the

ding

hose  
oise.  
in-  
ma-  
pils  
the  
y of  
and  
ed at

gress  
Pea-  
hing  
the





THE  
O H I O  
EDUCATIONAL MONTHLY,

A Journal of School and Home Education.

FEBRUARY, 1860.

---

---

Old Series, Vol. 9, No. 2

New Series, Vol. 1, No. 2

---

---

↓ WESTERN FEMALE SEMINARY.

The *Western Female Seminary*, located at Oxford, Butler County, was incorporated in July, 1853. During the following two years the beautiful edifice, of which we give an engraving, was erected.

The institution was modeled after the Mt. Holyoke Seminary; and was designed to impart a thorough education at moderate expense—the pupils performing most of the domestic labor. Under the efficient charge of Miss Helen Peabody and her assistants, the Seminary had acquired a high reputation.

But Saturday morning, January 13th, the Seminary building was destroyed by fire. Says the *Christian Herald*:

“About one o'clock last Saturday morning, a young lady, whose room was in the fifth story, was awakened by an unusual noise. Looking for the cause of it, she discovered that there was fire inside of the flue. She immediately went down and gave information to the Principal, Miss Peabody. The teachers and pupils were quietly aroused, and went to work to try to extinguish the flames. The most perfect order was preserved. No company of trained firemen would have shown greater coolness, judgment and energy, than was manifested by those young ladies aroused at midnight by the startling cry of fire.

“Discovering at length, that the fire was making rapid progress in spite of their efforts to subdue it, they began, under Miss Peabody's directions, to save what they could. Most of the clothing was saved from the upper stories of the building, and from the

lower stories nearly every thing, even the heavy furniture, was removed, though many articles, as pianos, were damaged. No one was injured, and we have heard thus far of no illness resulting from exposure. The teachers and pupils feel that they have great cause for gratitude, amid their grief for the loss of their beloved Seminary home.

"One lady, whose room was in the fifth story, returned to it at a late period in the progress of the fire, to save something which she had forgotten. As she started to go out into the hall again, the smoke was so dense that she was afraid of being suffocated. She closed the door, tore up the bedding and made a rope with it, pushed her bedstead close to the window, tied one end of the rope to it, and the other around her body. Then she let herself out of the window, and down towards the ground. But her rope reached only to the second story. Hanging there some twenty feet from terra firma, she untied the rope from around her waist, and thus was able to lower herself far enough to fall to the ground unhurt. Springing up, as if nothing unusual had occurred, she ran to Miss Peabody and asked what she should do. This one instance shows the coolness and self-possession of that company of females, and the excellence of that system of training which Miss Lyon inaugurated at South Hadley, and which her pupils carried out in the Western Seminary."

A correspondent of the *Cincinnati Commercial* writes :

"The presence of mind shown by the entire body of young ladies was remarked by every one. This was no doubt promoted by some remarks Miss Peabody had made the day before, commenting on the Pemberton mill accident, and desiring if any sudden casualty should visit them, *if the College should take fire*, or any other accident occur, they might act in a thoughtful and collected manner. The quiet demeanor and composed bearing of this lady and her teachers during the first excitement, did much to suppress any disposition of panic among the younger girls."

Rev. Dr. Allen, Chairman of the Executive, has published a card, which concludes as follows :

"It was found necessary to disband the school, except the senior class, who will remain at Oxford, and complete the course of study. The building was insured for \$30,000, and the furniture for \$3,000, in six different offices, all of which are believed to be good. The loss above insurance is probably not less than \$25,000.

"The Board are called to meet on the 7th of February next, when the necessary steps will be taken to rebuild and prepare to re-open the school at the earliest practicable day. Our Seminary though in operation less than five years, has gained a high reputation for thorough instruction and admirable discipline, and has

shared largely, almost constantly, in the converting influences of the Spirit of God. Its value and its necessity have been demonstrated, and it has a strong hold upon the affections of very many. We can not doubt therefore, that the means will be furnished cheerfully to enable us to rebuild."

---

## THE TRUE TEACHER OF THE HIGHEST TYPE.

✓ BY BENJAMIN W. DWIGHT, OF CLINTON, N. Y.\*

[CONTINUED.]

2. He should delight also in habits of strong connected thought. Cogitation will perhaps best express the idea here intended to many minds, in which word is a figure equivalent in strength to such a phrase as, churning thought. Abstract ideas rule the world. He who is rich in them is rich indeed; and such an one, who at the same time acts according to them, becomes by necessity not only a man of great thoughts, but also of great character.

The pleasures of habitual, comprehensive, earnest thinking are too great to be described. The true thinker, in the power which he possesses of fixing his attention at will upon things which are everywhere made by their Maker, although otherwise out of sight, to come at once into view, as if by the touch of some talismanic spell, is lord of a vast array of treasures, of which others know not and dream not. How little connected thinking is there in the world! How much are both thought and love, the two highest exercises of our natures, but mere incidents in the nobler manifestations of our humanity, instead of its abundant and continual outgrowth.

The perpetual summoning of the reasoning faculties to the effort of mastering difficulties gives briskness to one's inward sense of the strength of his own powers. And how can one revel in the pleasures of the imagination and of taste, among ideal combinations of the elements of grandeur and of beauty, prepared skillfully by others or fashioned with rapture by himself! And how can he feast on the philosophic and poetic analogies of nature, with which God allures him to wakeful, happy meditation: not to

\* Author of the Higher Christian Education, and Modern Philology.

beguile the weary hours away, in the language of so many, in profitless revery, since time to the true thinker is never a burden ; but to draw other minds with bands of beauty, and with art divine, to the same deep fountains of pleasure where it finds such holy refreshment for itself. An earnest, habitual, joyous, loving thinker moves about among his fellows with light steps and a lighter heart ; as would an angel, amid the rocks and sands of this world, fresh from a land where the streets are all streets of gold, and each of its happy inhabitants is ever on the wing, rendering some gladsome service to the rest.

8. He should be a vigorous student.

Miscellaneous thinking, even if at intervals it be fresh and quickening, lacks depth and inspiration. Hence books full of sonnets however sweet, or of laconic utterances, or of rich deep parables, or of the select sayings and beauties of any great author, are altogether unsatisfying and can be read only in brief fragmentary portions. Strong, weighty, compacted thought in masses is necessary for a thinker's gratification, or for that of a reader or hearer. It is an instinct also of all minds of a high grade, to explore the unknown. They have a natural, irrepressible appetite for research, and desire to pry into the hidden casual agency of things ; which always appear to them to be interlinked and moulded together by organic laws.

The system of all sciences as of all facts is complete in the great central Infinite Mind, as it revolves around it and is illuminated wholly by its light. And, at the same time, as in the Sidereal Universe, which may be viewed as one stupendous whole, there are also vast separate island-universes, moving each in their own distinct order by themselves, while yet in proper correlation with the whole ; so different, elemental masses of knowledge have been bound together by His hand, in different distinct groups by themselves : so that there is the 'One Grand Science of the Universe, which is only open to the Divine Mind, and that at a glance, as is every part of the real Universe itself to His eye ; and there is a multitude of great individual yet interconnected sciences, each inviting complete inquisition into its own wonders and rewarding all through investigation with precious discoveries. Order, system, beauty, reign through all the works of God's hand, and through all the sciences pertaining to them : both as the necessary

choice of His own infinitely perfect mind, and for the purposes of high stimulation, guidance and nourishment to our minds, in the pursuit of knowledge. And he most truly acts the real man who most-closely and eagerly treads those paths of ever new and gladdening discovery, among the high elements of the Intellectual and Moral system of the Universe, in which his Maker purposely walks, with beckoning invitations, just before him in order that each one who yields to the sweet alurement may the better know both his Father above and himself as his child.

Secondly. But the teacher of the highest type must be perpetually eager as a true man for his own greater personal advancement.

He who is not himself moving forwards to new attainments intellectually and morally, with ever fresh zeal, has lost his fitness to be a guide unto others in such high concerns; because he has lost his own enthusiasm, which is the most quickening influence that he exerts upon them, and with it he has lost the power of those great ideas which are connected with a proper sense of the value of time and of knowledge and of human improvement and of the human soul and out of which all sustained moral enthusiasm grows. Occasional earnest or serious words from such an one, should they by chance break forth for a little in some moment of gusty feeling or under the forced pressure of professional duty will be worse than powerless for good; since, lacking the heart's sympathy with their sense, words of whatever kind are cold and dead, and any mock enthusiasm in their utterance is instinctively felt to be the mockery of hypocrisy. No frost is so killing to a tender flower as is all cant to every manly virtue on which its blight is thrown.

Self-culture seems to a true man, not as an end but as a means to the loftiest ends of life, the highest of all duties and pleasures, next after the immediate service of God in some outward form of duty. "Know thyself," said the Oracle at Delphi, in letters of gold, to the eye of the novice, as he approached its mystic portals, before ever a word of answer was spoken to his ear; and the world's admiration of that mandate of heathen wisdom has not at all diminished, from ancient times until now. In self-culture is involved, for the negative side of its duties, which yet, while in

abstract relations it may be properly so termed, is still in fact altogether positive in both its difficulties and demands, the duty of self-government. Great has been the praise of self-government in all ages, as the greatest of arts, in the measurement of its necessities and labors as well as of its results. How few under strong temptations, not to speak of weak ones, or on sudden emergencies, to say nothing of ordinary occasions, exhibit any of that beauty of character described in the Scriptural statement, that "he who ruleth his own spirit is greater than he who taketh a city." But self-culture, with all its varied processes of thought plan, experience, patience, energy and prayer, and with all its beautiful results of justice, honor, humanity, generosity, piety, peace and joy, while including in its contents self-knowledge and self-government, stretches outwards into other relations and duties lying far beyond their bounds.

I have been careful to speak of self-culture, as a means : the means perpetually of great ends of good to the race. For, as man was made for God, and the finite is thus not only of the Infinite but for it, so all true self-culture should be designed, on the one hand, for God's commendation here and his companionship hereafter, and on the other for man's comfort and guidance and blessing as His child, whose good in every form He desires and desires us to promote, in whatever way of example, instruction, help, encouragement or gift, we can best seek for his welfare. All men, whether the fact be recognized by us or not, have much at stake at all times, in the action and condition of each one of us. In our thoughts and feelings, our deeds and characters, their happiness is always largely invested ; and most intimately and beautifully, with every subtle and multiplied link and interchange of mutual relation, are all hearts bound together by the great Architect above, for life and for death, to each other and to Him.

Men generally admire intellectual might, even if merely native, more than high moral attainments, which by the very necessity of the case must be acquired by set purpose and great effort, and with many toilsome recoveries, by human workers after such riches, from frequent disappointment and overthrow. Power, even physical power, is much worshipped in this world ; and the grotesque, disjointed fancies which multitudes have of God, which yet they call their theology ; although few indeed have any con-

nected sequences of thought concerning Him or concerning anything serious or great in the universe: are but mere reveries about an infinite Power, an almighty Terror. The conceptional religion which such sometimes have, since they have no real one, which is but full glowing love to God and man, is only a low religion of fear. The heart is thunderstruck and stupefied at God's greatness, when it should be smitten with repentance and made to be, as was the rock by Moses's wand, a living fountain forever to his praise. But the highest style of a man is the well-developed, moral thinker and actor: the man of true, earnest, magnanimous, joyous habits of thought, and of labor for God's glory and man's good; with his divinely fashioned powers all trained by long discipline, and leashed, and ready with deep holy thoughtfulness for action, in any form which God may appoint or man may need. And such is the style of the man, out of whom must be carved, by special plan and adaptation, the true teacher.

Manhood, real, noble, splendid manhood, this is his greatest endowment for his high sphere of activity, and for all the varied work connected with it. To be the true man in one's self, and to act the true man in all one's relations:---this is the consummation of all human faculties, opportunities and responsibilities.

In every right character, however "gay with life or eloquent with bliss" may be its outer manifestations of itself; and such, those of a really right character will be: there is a deep undertone of serious consciousness of the grandeur of human life. And what is wanted in every calling is an abundance of men, full of the feeling, that it is a splendid privilege to live in this world so long as we do; that there is enough to be done in it, to fill an angel's powers with industry; and that the time for doing it is brief, and must be therefore snatched with eagerness, while it lasts. The elements of our earthly state and work are all heroic in themselves; and the men that move and act among them should be of like high quality.

Thirdly. The true teacher of the highest type must be thoroughly religious.

Simple, fervent, joyous, religiousness of spirit in all things is the greatest power that any man can employ in his social relations, whether in the constant, natural, unconscious influence that he

exerts, which is the great mass of all his influence, or in those more special studied and laborious efforts which must, from their very nature, be occasional.

In every direction the influence of the teacher is next in power, over the characters and destinies of the young, except in those, and they are many, in which it even surpasses it, to that of the parent. No labor for whatever purpose is true, and worthy of our immortal manhood, which is not religious in its aims and ends ; and, of varying powers and degrees of human toil, that is always noblest of its kind, which is most intelligently, fervently and perseveringly religious. The reason that there has been no more effective moulding of the youthful character in this and other generations, in the school-room to noble aspirations and achievements, has been because there has been so little earnest inspiring religiousness, in those who have wielded the mighty forces of that so unappreciated spot.

We turn now to consider

I. What must be the mental and moral habits of the teacher, as a truly cultivated man ?

First. He should be a lover of books : enlightening, stimulating and suggestive books.

These are not, as some would say carelessly or even it may be purposely, his armory ; which must be always, on the contrary, his own ever-growing, individual power of thought, and not anything external to himself. But books born in the great past contain, in the very fact of their preservation, the endorsement of mankind at large that they are worth preserving. In them he can find the food on which great minds have fed in all ages ; and they will furnish aliment abundantly for continually new growths of thought and of mental strength in himself. The man who leads a bookless life will almost as certainly lead a bootless one. By the books that we relish or neglect our tastes, as well as the style of our attainments and even of our mental powers, is disclosed with unfailing certainty. Eagles find their way by instinct to their mountain-homes : little birds to their nests, in chimneys, trees, and on the ground ; and bees to the hidden sweets of summer-flowers. So different minds show by the intellectual haunts that they have, as plainly as by their very flight itself, whether they are born to move in the upper middle or lower air.



Secondly. He should be a careful student both of mankind as they are, and of his own age as it is.

Every man is born into the age in which he finds himself, as a necessary integral part of it, by God's direct appointment, on purpose that he may fill a special place in it, and do a given work which is in itself really needful to the whole, and for doing which he has been skilfully and lovingly fashioned and accomplished. Society is thus, rightly viewed, a great divine organism where no part can say to another "I have no need of thee;" and where the good of the whole is harmonized on the principle, as in a vast complicated mechanism, that each specific subordinate part shall perform its proper functions, in its proper place and time.

Since the present is but the outgrowth of the great deep past, he who would rightly possess himself of it, or rightly distribute its blessings to others, must grow up also out of those same rich depths of storied experience and thought. He who would stamp the blessing of his life upon his age must know what other minds have done, so as to use their labors and discoveries, as a starting point for new efforts in other directions. The questions of the age also should be his questions; and the pulses of its stirring life should beat with sympathetic fulness in his own veins. For the brief period of time through which his earthly being runs, and for the community among whose interests and destinies it sweeps its course, he ought to seek zealously to gain every true and special preparation for the most advantageous activity.

Thirdly. His life should be the continuous evolution of a definite, conscientious plan.

That life, which is but a chance-flow of impulses and caprices, has nothing in it true and manly. To a thinker whose eye is open on the great bright universe of things, in all its show of material wonder, and on the many and strange adaptations of its own conscious nature to their use and enjoyment, as well as on those august moral and governmental relations in which all things else find their true scope and meaning, an aimless life is literally impossible. And with what amazing energy do the visions and inspirations of faith in the great hereafter, stir the soul of him, who knows their power, to godlike action! He who would feel that he has great influence over others for their good, he who

would make them feel it, and would abound with joy in its exercise, must be sublimely conscientious.

But what is the grand idea, what the just divine scope, of a true life-plan. It must be as a matter of enlightened conscience, it will be as a matter of happy feeling, not merely to do some good or much good, but all the good at all times, which is possible to every faculty of the mind and in every circumstance of life; so as to make the greatest possible outlay of one's self for the glory of God and the good of man. Material advantages may be gained or lost in the full steady development of such a plan; but, whether lost or won, they affect not its vital forces within, or its vigorous manifestations without.

Such a large divine plan of life and of every day's and hour's activity in it, such a purpose of full perpetual productiveness, will awaken unceasing zeal in the pursuit of great objects; and, while stimulating the mind into ever new growth, will be constantly adding new strength and beauty to the character, by the constant exercise of its virtues, energies and graces; and will pour into the hearts of others that full tide of blessings which should flow out of each capacious human heart to mankind.

The elements thus mentioned: these high tastes and their corresponding mental and moral habits must abound in the true teacher of the highest type, in common with every man who is privileged with the opportunity, or rather the appointment which the opportunity implies, to serve mankind, in the higher relations of our earthly condition.

[CONCLUSION NEXT MONTH.]

---

An excessive cultivation of the memory in children is a great error on the part of parents and teachers. A head full of the *opinions* of others is worth little to any. Facts and principles are the legitimate treasures of the memory; but the wisdom derivable from them must be gained by the mental labor of the individual himself. A well stocked memory may give one an imposing appearance, but it will never make him strong or original. He that would lead men and minds, must take his position in front, not in the rear of them.

## HINTS TO TEACHERS OF READING.

BY M. T. BROWN.

It is simply unnecessary to urge the *importance* of Reading, as a branch of school study. Whoever may question the utility of any other branch, no one rules *this* out of his list of essentials. Since the days when the "three R.'s" held almost exclusive sway in the common school until now, Reading has steadily held its place of first importance, in all "schemes," or "courses of study." Indeed, it is now generally conceded that no education is tolerably complete, without the ability to render the written thoughts of others in an easy, fluent and graceful manner. To render a poetic or prose selection with appropriate *feeling*, as well as with a due regard to grammatical construction, enunciation and pronunciation, should be the aim of instruction in this branch, then reading becomes a *fine art*, as well as a polite accomplishment; and to read becomes something more than a dull repetition of words.

Reflect a moment that the bad elocution, which from the pulpit, platform or forum, burdens and pains the ear, is the result of early neglect on the part of the teacher; of early mismanagement of the voice in the primary schools; and you must concede the importance of more thorough preparation on the part of those who essay to teach this most important and difficult art.

As in politics, there are hostile parties dividing upon bank or tariff—as in religion, there are various sects, so in the teaching of reading, where so much depends upon the *taste*, as well as the scholarship of the teacher, it is not surprising to find wide differences of opinion as to methods of instruction. Let us indicate two classes of teachers, representing different if not *rival* philosophies!

The one of these classes is anxious to adopt all the aids which science has rendered, both in its description of the organs producing speech, and in the analysis of the powers of the human voice. The teachers of this class recognize and insist upon an exact and careful enunciation of the elements of speech, frequently repeated, until the pupil knows each of the forty-three simple elements entering into his talk so continually. They recognize Reading as

an Art, and like every other art illustrating the force and propriety of *rules*, as concise statements of underlying principles. They assert that there is such a thing as *correct taste*, in reading, as in music, painting, or sculpture, and that the reader should be held amenable to violated laws, in the one case, as certainly as in the other. They hold that beyond individual caprice or whim, there are fixed laws for the expression of sense and sentiment; that there is a right and a wrong, an artistic and an inartistic, in reading, that the rule of the Elocutionist is but a *description* of the manner in which every man of one hundred will express himself, under the influence of a given passion or emotion, and became a *rule* precisely because it is universal, your mode and mine, of expression.

To this class of teachers (it is to be hoped an increasing one) the great work of Dr. Rush, entitled "The Philosophy of the Human Voice," will prove a mine of definite and comprehensive instruction. The works of Wm. Russell, the Elocutionist, whose illustrations of the art of reading have been more generally copied than acknowledged, furnish suggestions which no teacher of reading can afford to be without.

The other, and more numerous class of teachers, say, in effect, "Avoid all rules!" "To teach by rule makes the reader mechanical in utterance, artificial in tones, precise and stiff in enunciation, and unnatural in modulation!"

Such teachers will criticise their classes by the use of such general directions, as, "*Read naturally!*" "*Read this selection just as you would talk!*" Now to all such criticism the objection is ready, that it lacks point and meaning, and needs an interpreter badly! It is all very fine to repeat your talismanic "Be natural," but what do you mean by the term in this connection? Will not the pupil understand "nature" to be synonymous with custom, and so read as his second nature, habit, suggests?

Depend upon it, you may again and again pry your contumacious pupil out of the worn ruts of a bad habit in utterance, by repeating this or some other sounding term, only to witness him again and again relapse into the same error. He has heard you and other teachers repeat the unhappy generality one hundred times, and so when you again repeat your desire that he should "drop his reading tone and become *natural*," he perhaps raises

the pitch of voice, increases force, quickens his rate of utterance, and so goes on with his "tone" to the end of the chapter!

Remember! We would urge no objection to the use of this word, "nature," except that it is entirely too general. It is a just, true, but *exhaustive* word. It means too much and confuses your pupil. We remember to have heard a learned Professor of Chemistry in Yale College, say in reference to a technical term of quaint orthography, "This term, young gentlemen, seems to have been invented as a convenient shield for our ignorance of the true process of nature, and you will observe that it answers its purpose well!" In this instance it answers no higher purpose, with most who use it, than to conceal a lack of power to criticise and correct. If the teacher chooses to use this term we shall have no quarrel with him, provided he proceeds to show his pupils that Elocutionists' rules are founded in *nature* and *never in caprice*; that these rules are only transcripts of universal modes of expression, and that a reason lies right beneath each rule.

Thus in the expression of the passion of Anger, the rule requires increase of force or loudness, and a higher pitch. We shall find that the physical organization sympathizes with, or rather helps express the passion, as well as the voice. There is an increased action of the circulatory organs, the muscular and nervous action is increased, and what wonder that a corresponding effect marks the utterance!

In inflections—pronounce the word *ah*! as a simple response to a pleasant narrative. Notice that the voice slides upward one or two notes of the musical scale. Surprise will carry the voice up three or five notes, and intense astonishment a full octave, or even more!

But it is not necessary to multiply examples. Only let us suggest that the more frequently you show the pupil the correspondence between what you term nature, and just rules of expression, the more marked and satisfactory you will find his progress.

How shall we define good Reading? Here are two exhaustive definitions, defining the art of reading accurately:

"The art of reading consists in having all the constituents of speech, whether alphabetic or expressive, under complete control, that they may be properly applied for the vivid and elegant de-

lineation of the sense and sentiment of discourse.”—*Dr. Rush on the Voice.*

Again :

“Reading is the appropriate intellectual and emotional utterance of written language.”—*Wm. Russell.*

We have quoted these two admirable definitions, and urge teachers to notice their requirements, and answer whether reading is really *taught* in many of our schools ?

Let us restate the proposed method suggested by these definitions, only adding that the reading lesson should rarely exceed two stanzas in poetry, or one-half page of prose.

The pupil should be required to,

1st. Analyze and give expression to the thought.

2d. Analyze and give expression to the feeling, sentiment or passion.

3d. Look to the mechanical execution, pronunciation and enunciation.

In the primary school there should be constant practice on the alphabetic elements. We teach the alphabet, we do not teach the true elements of speech. Each reading lesson should be prefaced with an exercise, from a chart of elements; and each pupil so drilled as to be able to give a separate and exact enunciation, and easy execution of the unmixed sounds of the elements.

The exercise may be conducted thus. The teacher pointing to a word, (say *made*) says :

Pronounce the word. (All pronounce it.)

How many letters has this word ? (Ans. Four.)

How many sounds has this word ? (Ans. Three.)

Which letter has no sound and is silent ? (Ans. e.)

Name the letters !

Give the sound of each letter !

The second requirement, namely, to give “emotional utterance” to written language is rarely more than hinted at by a majority of teachers, and yet it is as legitimate a branch of study and trial, this attempt to gain the power to express the emotion or passion, as to give expression to the *meaning* of the selection. In conclusion, let us hope that this noble art may receive a fair share of thought and consideration from those to whom the interests of early education are committed.

TOLEDO, Feb. 1st, 1860.

## NORMAL AND PROFESSIONAL.

BY E. E. WHITE.

There are very many teachers who lay down an educational paper, in which they find no particular reference to their daily school-room duties, unsatisfied and disappointed. No matter how thorough and important the articles, or how fundamental in a system of education the themes discussed, the paper "don't pay" unless it contains something *practical*. Nor is this feeling unnatural or unreasonable. The teacher is engaged in a great work, beset with difficulties. He craves assistance and needs it.

To meet this want in a satisfactory manner, it is our purpose to present in this department of the *Monthly*, a series of practical articles which shall contain important instruction and suggestions, upon the every day-work of the most humble teacher.

## SPELLING.

The impression is quite general that the ability to spell well is *innate* and not acquired. As a consequence of this sentiment, especially among teachers, the importance of spelling as a school exercise is greatly undervalued; the exercise becoming a mere *routine*, dull and profitless.

It is doubtless true that the ability to spell well depends primarily upon close attention and memory. A scholar deficient in either of these particulars, and especially the first, will find it difficult to learn to spell. The habit of observing the exact form of a word and the precise difference between it and other words is essential to a good speller. This habit, if not acquirable, can certainly be greatly strengthened, and especially at an *early age*. Otherwise, how can we account for the fact that in schools in which spelling is neglected, very few scholars spell well, but in schools in which children are thoroughly drilled in this exercise, very few spell ill? I have seen the same grade of schools taught by different teachers present a marked contrast in this respect. It is doubtless true that no amount of drill will cause all scholars to spell equally well. There will be a difference in results; but it will be the difference between *good* and *excellent*, instead of *good* and *bad*.

We shall present our ideas of a *drill* in Spelling under a few distinct heads. Most of these suggestions, we have urged upon teachers from time to time and, as a result, witness, almost daily, admirable spelling.

*Preparation of Lesson.*—After the assignment of the lesson, the first step in a spelling exercise is its thorough preparation on the part of the scholar. It is very important that this duty be well done. It will require careful study and attention. The mere running of the eye over the letters of the different words is not enough. *The words should be copied neatly upon slate or paper.* This is an important matter. It should be done by all grades of scholars and in all elementary schools. The slate should be the constant companion of the Primer and Speller. But, says one, my scholars cannot *write*; how can they copy spelling lessons? With a very little assistance, children will soon learn to print neatly and rapidly. Even in the primary school, a good degree of skill may be acquired. In some schools children are taught at once to write. I see no advantage in this, especially with small scholars. But whether scholars print or write, they need to be instructed. Their first essays must of necessity be very imperfect. Mere practice is not enough. It will, it is true, correct some of their mistakes and cause slow progress. Scholars must be assisted. How can this best be done? *By use of black-board.* Let the teacher take one letter a day, grouping those letters which most resemble each other in shape. Form this letter upon the board, pointing out the *exact order* in which to form its different parts. To secure neatness and effort, require the letter to be repeated five or six times in a line, thus:

a a a a a

a a a a a

&c.

This will make a neat appearance upon the slate and will also give the scholar some idea of arranging words in columns. Two such exercises a day upon the same letter, each exercise containing from ten to fifteen lines, will afford valuable assistance in learning to print. Meanwhile the attempt to print a few words, each day, will greatly increase the scholar's desire to learn.

In printing a letter all unnecessary marks should be omitted.



Reduce the letter to its simplest form. At first only use the small letters.

Instruct young scholars to divide words and syllables by means of a *short* hyphen. Too great a distance between the syllables destroys the *natural* appearance of the word and, of course, subverts one object of the exercise. Dispense with the separation of words into syllables as soon as scholars are familiar with the same.

The above suggestions in regard to printing upon the slate are equally important in teaching children *to write*. Black-board instruction is almost a necessity.

At first the teacher will meet with difficulties. When, however, these are once overcome, an important aid in teaching spelling will be secured. Nor is this all. Early instruction in writing will be secured.

The writing of the spelling lesson should not supercede study. The lesson must be studied as well as copied.

*The Reading of Lesson.*—I approve of scholars “reading” spelling lessons, but the words should be read from slate. Without some such check, scholars will form a careless habit in printing or writing. This will secure accuracy. A mistake in copying should be regarded a serious failure. The object of writing the word is to fix its *written form* in the mind. When this is once done, any *deformity* in the word is at once detected by the eye. It is also in *writing* words, that we reveal our want of skill in spelling. Thus, it happens, that good oral spellers often make sad work with the pen.

In this reading exercise, the words should be properly divided into syllables, and each syllable *correctly pronounced*. But more on this point under the next heading.

*Pronouncing Words.*—In pronouncing words, do not pitch your voice upon a high key and roar yourself into *bronchitis*. Let your voice be natural. Speak your words distinctly, yet sweetly. The *spelling tone* so common among teachers and of course imitated by scholars is an intolerable nuisance, and ought at once to be abated in all our schools. Avoid, also, the *mumbling* of words. Each articulate letter and syllable should be enunciated clearly. This, and not noise, is distinctness.

Two errors in pronouncing words are common among teachers. One consists in giving a wrong *vowel-sound* in unaccented syllable

bles. This is, sometimes, done *humanely* (?) "to keep scholars from missing." The word summons, for example, is pronounced, without accent, *sum-mons*; edible, *ed-i-ble*; eatable, *eat-a-ble*, &c.

The other error is the opposite of the one named, and consists in *mumbling* unaccented syllables, omitting consonant elements and reducing all short vowels to an obscure short u or i. It is true that in the unaccented syllables of many words a, e, i, o and u, have alike the sound of short u. In other words, however, equally if not more numerous, each of these vowels has its *own* short sound, though obscure. There is a difference in the obscure short sound of these vowels, and the voice ought to mark the same. The word excellent, for example, should not be pronounced *ex-sul-unt*; government, *guv-ur-munt*, &c. Every word should be pronounced in a spelling exercise *precisely* as the same word would be in *distinct, slow reading*.

Give scholars but one trial on a word. Teach them the importance of thinkinking before speaking, and the difference between knowing and guessing.

*Try to make scholars miss.*—The great object of a spelling exercise is to fix the orthography of words in the memory. True, this is done in part by study, but the recitation should deepen the impressions thus received. The mere fact that a class can spell all the words of a lesson the next minute after closing the book, is no evidence the same can be done in one week, one day, or even in one hour.

The orthography of a word is not properly known until the scholar *knows he is right*. No difference how other scholars spell the word, there should be no doubt in his mind. This certainty in spelling is easily secured in oral spelling by passing words, whether spelled correctly or incorrectly, to other scholars. Let the teacher *strive to mislead the class*. Suppose a class before us.

Teacher. Confer.

Scholar. C-o-n, con—f-e-r, fer—confer.

Teacher. *Next*.

Scholar. C-o-n, con—f-u-r, fur—confur.

Teacher. John, how do *you* spell fer?

John. F-u-r, fur.

Teacher. James, how do you spell fir, a kind of tree?

James. F-i-r, fir.

Teacher. Well, then, how do *you* spell confer?

James. C-o-n, con—f-i-r, fir—confir.

Teacher. *Next.*

Scholar. C-o-n, con—p-h-u-r, phur—conphur.

Teacher. p-h-u-r spells fur in *sulphur*; but can none of you think of another way to spell the last syllable of confer?

Henry. p-h-o-r, phor.

Teacher. We have fer, fir, fur, phur and phor for the last syllable of confer. Which is correct?

Without consuming more space, the nature of this drill must be manifest. The above blunders would not of course occur in a well-drilled class. Still, failures may often be caused. When no member of a class *can be made to fail*, a teacher can truly say, "a good recitation."

Some teacher may say, I have no *time* for such drills. *Take time.* There are but few difficult words in any reasonable lesson. These words should receive attention. The custom of pronouncing *all* the words of a spelling lesson in order, and each word but *once*, is a dull and almost useless routine, and should be avoided. It is a waste of time. Do not complain of a want of time with such habits. Pronounce and repronounce the difficult words. Drill, *drill*, DRILL.

*Insist on the Pronunciation of Each Syllable.*—It is just as easy to secure the pronunciation of each syllable of a word as half. Habit is almost everything in school training. In spelling a word each syllable should be pronounced precisely as when the *whole word* is spoken. The remarks already made upon the pronunciation of words by the teacher, apply here. The vowel-sound in unaccented syllables should be correct.

In spelling words ending in ed, as hatched (*hacht*) for example, the ed should not be spelled as a separate syllable. This would give hatch-ed, not *hacht*.

I find few classes taught to spell correctly words, the first syllable of which is a single vowel, as away, afraid, again, enough, iris, &c. In spelling these words *neither* syllable is pronounced. Both should be and it should also be remembered that the sound of a, when it forms the first syllable of a word, is not *long*.

The last syllable of such words as pity, lily, many, shadowy, &c., is not usually pronounced. In speaking these words, what

sound forms the last syllable? This sound (short i) should be given in spelling the word.

*Sounds of Letters.*—Every teacher of reading or spelling ought to be familiar with the elementary sounds. Indeed, it is not possible to teach these branches with accuracy without such information. The ear should be able to analyze a spoken word into its elements, and thus detect the precise error in its utterance. Upon the importance of teaching children these sounds and drilling much upon articulation, I have not time now to dwell.

*Short Lessons and Constant Reviews.*—Give few new words for a lesson and require *perfection*. Review frequently and persistently. The practice of taking classes through the speller every term is a great mistake. Lesson after lesson of the book is assigned, spelled, left and *forgotten*; just as though to get *ahead* was the great object to be attained. Such a course is futile. The difficult words of the preceding lesson, or lessons, should be pronounced each day. Nor is this enough. Let every fifth lesson be a review of the last four lessons. Nor is this enough. The class should not be permitted to advance more than ten lessons without being thoroughly examined upon the same. Require as a condition of advancement, the spelling of at least *ninety-five* per cent., of the words pronounced in the examination. Not more than five per cent. should be missed in oral spelling.

Proceed with the next ten lessons in the same manner. Review these lessons and examine the class on the *twenty* lessons. Then advance over ten new lessons; then review and examine.

*Spelling by Writing.*—As soon as classes can write with sufficient fluency, the exercises of spelling should be conducted *by writing*. Inasmuch, as each scholar will now be obliged to spell all the words pronounced, and this, too, with the pen or pencil, it will afford a more thorough test than oral spelling. Still, oral spelling should not be wholly omitted.

In correcting the spelling of the different scholars *prevent dishonesty*. With great care on the part of the teacher, scholars may be permitted to correct each other's spelling. The words can be spelled by one or by all the scholars in turn. In this exercise each syllable should be *pronounced* as in oral spelling.

An exclusive use of the Spelling Book for the purposes of spelling is as great a mistake as its non-use. Spelling should be united with the exercise of reading.

# P o e t r y .

---

## THE TWO WORLDS.

Two worlds there are. To one our eyes we strain.  
Whose magic joys we shall not see again:  
Bright haze of morning veils its glimmering shore  
Ah, truly breathed we there  
Intoxicating air—  
Glad were our hearts in that sweet realm of  
Nevermore.

The lover there drank her delicious breath  
Whose love has yielded since to change or death;  
The mother kissed her child, whose days are o'er.  
Alas! too soon have fled  
The irreclaimable dead:  
We see them—visions strange—amid the  
Nevermore.

The merry song some maidens used to sing—  
The brown, brown hair that once was wont to cling  
To temples long clay-cold: to the very core  
They strike our weary hearts,  
As some vexed memory starts  
From that long-faced land—the realm of  
Nevermore.

It is perpetual summer there. But here  
Sadly we may remember rivers clear,  
And harebells quivering on the meadow-floor.  
For brighter bells and bluer,  
For tenderer hearts and truer  
People that happy land—the realm of  
Nevermore.

Upon the frontier of this shadowy land,  
We, pilgrims of eternal sorrow, stand.  
What realm lies forward, with its happier  
Of forests green and deep,  
Of valleys hushed in sleep  
And lakes most peaceful? 'Tis the land of  
Evermore.

Very far off its marble cities seem—  
 Very far off—beyond our sensual dream—  
   Its woods, unruffled by the wild wind's roar:  
     Yet does the turbulent surge  
     Howl on its very verge,  
 One moment—and we breathe within the  
   Evermore.

They whom we loved and lost so long ago  
 Dwell in those cities, far from mortal woe—  
   Hunt those fresh woodlands, whence sweet carrollings soar.  
     Eternal peace have they:  
     God wipes their tears away:  
 They drink that river of life which flows for  
   Evermore.

Thither we hasten through these regions dim,  
 But lo, the wide wings of the Seraphim  
   Shine in the sunset! On that joyous shore  
     Our lighted hearts shall know  
     The life of long ago:  
 The sorrow-burdened past shall fade for  
   Evermore.

—*Dublin University Magazine.*

## THE POET'S FRIENDS.

BY W. D. HOWELLS.

The Robin sings in the elm;  
 The cattle stand beneath,  
 Sedate and grave, with great brown eyes,  
 And fragrant meadow-breath.

They listen to the flattered bird,  
 The wise-looking stupid things,  
 And they never understand a word  
 Of all the Robin sings.

—*Atlantic Monthly.*

## Selections.

---

### EXTRACT FROM GOVERNOR CHASE'S LATE MESSAGE.

"Few citizens, I trust, are disposed to abridge the means and opportunities of education now offered to the youth of the State. They know that the power created by education, and made available in all forms of labor, in all processes of art, and in every sphere of useful action, is worth many times its cost. They feel, however, that the cost is great, and care is needed, lest by improvidence and extravagance disaffection may be excited towards a system so beneficent.

With a view to the increased efficiency of the system I again direct the attention of the Legislature to the propriety of more effective aid to Teachers' Institutes, and of some provision for agents to be appointed by the State Commissioner to fulfill those duties of addressing public meetings and conferring personally with local authorities, now imposed on that officer, but impossible to be adequately performed without prejudice to demands on his time and attention even more important.


With a view to greater economy, it deserves inquiry whether some additional limitations may not be usefully imposed on the powers now exercised by the Township Boards of Education.

The interest of the Irreducible Debt arising from sales of School Lands is now distributed among the counties according to their respective interests in such lands. In the counties it is again distributed among the townships in proportions determined by similar considerations.

It cannot be doubted that the Federal Government, in granting these lands, intended equal benefits to all parts of the State. The terms of the grants, however, were originally construed as vesting the title to them in the State for the use of the townships in which the sections sixteen were situated, or for the use of larger districts for which provision was made by gronts of lands not within their limits. Whether this construction was correct or not, it may not now be worth while to enquire. It has long been acted on, and may perhaps be regarded as settled. It defeats, however, to a certain extent, the equal intent of the grant; imposes great labor on the State and County Auditors; perplexes the public accounts; and embarrasses somewhat the general operation of our school system.

Upon examination of the apportionment among the counties of the whole fund thus distributed, I am satisfied that very little, if any, cause of complaint would arise, if the various divisions of the Irreducible Debt into Virginia Military, United States Military, Section Sixteen, Section Twenty-Nine, Western Reserve and Moravian were consolidated into one fund, and the whole interest distributed among the counties in the same proportion as the general School Fund. The saving of labor and expense which would be effected by this reform, and the clearness and intelligibility which it would introduce into our financial system, will, in my judgment, warrant some compensation to particular counties, should it be found that any are deprived by it of revenue, to which they have a just claim. The subject is certainly of sufficient importance and interest to merit your careful consideration, and as such I recommend it to your attention."

---

 Governor Dennison in his inaugural says :

"We have adopted a vigilant and humane confinement and discipline for the vicious; have erected asylums for the unfortunate which challenge the admiration of the world; have endowed colleges and universities numerous and liberally, and organized a system of schools for educating the youth of the State, which is justly our greatest pride."

---

#### THE LIBRARY LAW.

Speaking of the passage of the suspension bill in the Senate, and the various arguments used in the debate, the *Xenia Torch Light* says :

"For those who really believe that that the Legislature exceeded its constitutional power when it provided for the levying of a tax for this purpose, and for those who place their opposition to it upon the ground that the system has proved a failure, we can have some degree of respect, while failing to see the force of their arguments—but for the legislator whose sole objection is founded upon the question of economy, the best that can be said, is, that he mistakes his calling when he dabbles in legislation. To gravely debate a matter of such vast moment as this of furnishing the means of education and enlightenment to the future sovereigns of the State, and to object to it *only* because it involves a taxation which amounts to about *seven mills* on the hundred dollars, is a position which a legislator for a free people, and for a people who desire to remain free and prosperous, should hesitate to take. Taxation should be avoided as far as possible—but it is not, in our opinion, the part of wisdom to cut off that which comes directly back to the people in the shape of facilities for increasing



their mental and moral power, and at the same time leave untouched the many large leaks, the streams from which run only for the advantage and into the pockets of office-holders and political speculators."

---

#### SPIGOT ECONOMY.

By the present law, a tax of *one hundredth part of one per cent.* is levied for furnishing the youth of the State with useful reading. In most cases, so far as we can learn, this policy is well sustained by the tax-payers, and its advantages highly prized by the young people for whose benefit it was instituted. In this city it is regarded as a very important feature in our public educational facilities.

The Senate has already passed a bill to *suspend* the operation of this law for two years. Now, the question arises, if the law is wrong in principle, why not *repeal* it at once, and have done with it. That is as easily and readily accomplished, as the other course. Let us have something that can be relied on. This vascillating policy is unworthy of the State, and only calculated to defeat any good results from the money which is expended. In order to anything like success in a library system, we want, of all things, stability—something that can be depended on from one year to another. But as it now is, no one knows what provision to make for the future in regard to the School Libraries.

One thing is clear to our mind, that if the law is ever to be in force, its proper execution is as certain under the administration of our present State School Commissioner, as it is likely to be under that of his successors. He has been so unfortunate we are aware, as to provoke the hostility of certain book-makers, who modestly proposed to relieve him from the labors which the law has devolved upon him, of selecting the publications which shall go into the School Libraries. That *these* should be anxious to have the law suspended during his term of office, is by no means surprising.—*Toledo Blade.*

---

#### A TRIBUTE TO THE SCHOOLMASTER.

Sir J. T. Coleridge, in a speech delivered before an educational institution in England, pays a tribute alike eloquent and deserved to the teachers of England, boasting that he was himself descended from a family whose proudest title was that they were schoolmasters. We quote a single passage: "I now pass on to the second class of those who are called upon to return thanks to the University of Oxford—I mean the schoolmasters of the county who have taken part, or who shall take part, in preparing pupils for these examinations. They must feel that their position is

raised by it. When I say raised, don't let me be supposed for one moment to imply that it is a profession that is required in the estimation of society to be raised. My grandfather was a schoolmaster. I was a pupil of an uncle whom I loved and honored as my father. I was a pupil at Eton of a cousin whom I loved as an elder brother. One of my brothers, as many of you know, has been for years laboring in the school at Eton—successfully, I may say, certainly diligently for a great number of years as assistant-master. I come of a family of schoolmasters; and let me assure those who are here of that profession that I hold that part of my descent with as much pride, and greater pride, than I do my being able to trace it upon the other side to a gentleman who happened to be Lord Mayor of London for several successive years in the reign of King Henry III. (Applause.) I look upon my schoolmaster's descent as the more noble of the two; and I am perfectly certain that not only the schoolmasters now assembled, but all the intelligent persons who are here, will go along with me in that feeling."

#### STATE SUPERINTENDENTS OF COMMON SCHOOLS.

Alabama.....	Gabriel B. DuVal, Salary.....	\$2,000
Arkansas.....	Alexander Boileau, ".....	
California.....	Andrew J. Moulder, ".....	3,500
Connecticut.....	David N. Camp, ".....	
Illinois.....	Newton Bateman, ".....	1,500
Indiana.....	Samuel L. Rugg, ".....	1,800
Iowa.....	Thomas H. Benton, ".....	1,500
Kentucky.....	Robert Richardson, ".....	1,000
Louisiana.....	Henry Avery, ".....	2,000
Maine.....	Mark H. Dunnell, ".....	1,200
Massachusetts.....	Geo. S. Boutwell, ".....	1,900
Michigan.....	John M. Gregory, ".....	1,000
Missouri.....	Wm. B. Starke, ".....	1,500
New Hampshire.....	S. H. McCollister, ".....	
New Jersey.....	John H. Phillips, ".....	500
New York.....	Henry H. Van Dyck, ".....	2,500
".....	E. W. Keyes, Deputy, ".....	1,500
North Carolina.....	Calvin H. Wiley, ".....	1,500
Ohio.....	Anson Smyth, ".....	1,500
Oregon.....	John Whiteaker, ".....	1,500
Pennsylvania.....	Henry C. Hickok, ".....	1,500
".....	Jno M. Sullivan, Dp'y ".....	1,400
Rhode Island.....	J. B. Chapin, ".....	1,200
Texas.....	Cyrus H. Randolph, ".....	1,800
Vermont.....	John S. Adams, ".....	1,000
Virginia.....	Wm. A. Muncun, ".....	2,000
Wisconsin.....	J. L. Pickard, ".....	1,000

## Editorial Department.

---

### AVERAGE DAILY SCHOOL ATTENDANCE

We have of late noticed that the subject of average daily attendance upon the schools of the State, is exciting some attention. It is made an objection to our school system, that while it provides for the education of all the children of the State, less than half of them are in daily attendance. This is an honest objection, and deserves fair consideration. But while we admit that absenteeism is a great evil, we are of the opinion that certain explanations will serve to relieve the subject of no small share of misapprehension.

In the first place, let it be remembered that our school law requires the enumeration of all the children and youth of the State between the ages of five and twenty-one years. This rule covers a period of sixteen years; a term for common school attendance greatly beyond what can with reason be expected that most children will complete. In nearly all our graded schools there are rules by which children under the age of *six* years are excluded. The majority of youth who have reached the age of sixteen, are, owing the pressure of other employments, unable to attend school. It is probable that one-half of the girls of the State marry before they reach the age of twenty-one. The average age of pupils in the High Schools of the State, does not exceed sixteen years. Had the law required the enumeration of all from six to sixteen years, giving ten school years, the attendance would closely approximate the enumeration.

In California the enumeration runs from four to eighteen years; in Connecticut from four to sixteen; in Florida from five to eighteen; in Georgia from eight to eighteen; in Kentucky from six to eighteen; in Massachusetts from five to fifteen; Michigan from five to eighteen. These facts should be considered when we make comparisons respecting non-attendance in different States.

Again, it should be considered that numerous causes operate to reduce the average daily attendance below the number enrolled in schools. Home arrangements and necessities, sickness and destitution, will often forbid uniform attendance on the part of the many. If there are forty pupils enrolled in a given school, and the average attendance is but thirty, that school should not be called a failure.

We admit the great importance of regular attendance; but we can not see that the want of it should be charged to our school system. The system is in no way responsible for the stormy days, the bad roads, the measles, the whooping cough, the circus and the want of shoes which keep many children from school for a portion of every term.

## LIBRARY FUND.

STATEMENT showing the amount of School Library Fund paid into the State Treasury in the year 1859, and the amount to which each county was entitled according to the enumeration of youth.

COUNTIES.	Amount paid by each county into State Treasury.	Amount to which each county was entitled according to enumeration	COUNTIES.	Amount paid by each county into State Treasury.	Amount to which each county was entitled according to enumeration
Adams,	\$442 97	\$735 44	Logan,	\$698 42	\$770 15
Allen,	335 13	675 45	Lorain,	991 71	1,002 52
Ashland,	727 91	837 55	Lucas,	544 36	684 05
Ashtabula,	832 70	1,059 47	Madison,	787 20	420 02
Athens,	368 36	794 51	Mahoning,	910 22	870 33
Auglaize,	320 93	584 92	Marion,	627 99	521 86
Belmont,	1,338 46	1,327 92	Medina,	761 65	884 78
Brown,	800 91	1,042 14	Meigs,	465 87	803 47
Butler,	1,874 54	1,090 90	Mercer,	225 51	494 74
Carroll,	461 03	694 36	Miami,	1,165 93	1,037 69
Champaign	1,027 96	756 74	Monroe,	381 39	977 23
Clarke,	1,184 53	848 86	Montgomery,	2,408 16	1,576 57
Clermont,	1,094 31	1,196 81	Morgan,	535 65	801 54
Clinton,	813 82	714 43	Morrow,	622 36	732 94
Columbiana	992 01	1,150 63	Muskingum,	1,765 40	1,552 60
Coshocton,	302 26	910 14	Noble,	381 20	767 75
Crawford,	688 72	789 33	Ottawa,	162 29	210 60
Cuyahoga,	3,332 39	2,318 51	Paulding,	90 84	155 52
Darke,	704 00	941 97	Perry,	501 40	741 75
Defiance,	205 41	422 70	Pickaway,	1,298 13	789 60
Delaware,	757 89	824 40	Pike,	315 39	472 33
Erie,	841 34	755 23	Portage,	1,060 32	799 14
Fairfield,	1,267 79	1,085 30	Preble,	1,067 38	750 90
Fayette,	735 02	536 10	Putnam,	211 18	423 79
Franklin,	2,346 72	1,521 86	Richland,	1,064 71	1,062 15
Fulton,	129 19	476 76	Ross,	1,500 85	1,185 80
Gallia,	394 95	780 51	Sandusky,	504 34	712 94
Geauga,	576 34	536 47	Scioto,	628 94	794 50
Greene,	1,344 44	904 65	Seneca,	991 21	1,050 59
Guernsey,	640 71	931 78	Shelby,	487 67	628 69
Hamilton,	10,988 02	7,109 63	Stark,	1,556 18	1,516 90
Hancock,	627 93	860 58	Summit,	1,094 83	936 80
Hardin,	318 30	445 66	Trumbull,	1,029 96	1,084 91
Harrison,	728 40	715 70	Tuscarawas,	952 26	1,174 35
Henry,	112 10	296 98	Union,	408 50	565 47
Highland,	1,058 15	1,015 00	Van Wert,	161 02	353 92
Hocking,	274 36	689 87	Vinton,	270 39	514 17
Holmes,	578 70	753 57	Warren,	1,385 69	918 29
Huron,	993 11	920 92	Washington,	724 43	1,256 32
Jackson,	336 49	686 75	Wayne,	1,188 09	1,196 02
Jefferson,	942 23	1,027 30	Williams,	202 86	570 09
Knox,	1,025 29	998 70	Wood,	260 82	575 00
Lake,	526 08	495 56	Wyandott,	426 61	540 74
Lawrence,	506 34	810 42			
Licking,	1,588 24	1,312 81	Total,	\$80,164 79	\$80,164 79

## Monthly News.

---

On the 24th ult., Senate Bill No. 2, to suspend the school library tax, was taken from the table of the House, and on motion of Mr. Rees of Morrow, referred to the Committee on Schools. Yeas 50, nays 34. Previous to this action the bill had been amended in committee of the whole by substituting *repeal* for suspension. This is a point gained; for repeal is greatly preferable to suspension. Let the law "live, or die; survive, or perish;" act, or be buried out of sight.

What will be the fate of the bill it is impossible to tell; though, in the language of another, "we think that it will turn out about as we expect." Some petitions have come in, asking for suspension or repeal; while a greater number of remonstrances against such action have been received. Five such remonstrances, signed by nineteen hundred and twenty-three citizens, have come from Lucas county alone.

The probability of the repeal of the law is greatly increased by the recent action of certain City Boards of Education. Nearly all the cities are strongly in favor of the library feature of our school system. At a recent meeting of the Cleveland Board, a resolution was passed to ask the Assembly to amend the bill to suspend the library tax, so as to allow local School Boards to levy such a tax, at their discretion. As the large cities pay more into this fund than they receive from it, they will gain by a repeal of the general law, with a proviso such as they ask. Thus they are cut loose from the less wealthy districts who hitherto have been assisted by them. By such an arrangement Cincinnati will receive three or four thousand dollars more than under the operation of the law as it now stands; and other cities will gain, relatively, the same. Cincinnati and Dayton have adopted the Cleveland memorial. This action can not fail to work against the law as it now is.

We write this February 3d, and it is quite likely that the question will be decided about the time that the *Monthly* No. 2, will reach its subscribers.

---

Mr. Plants, from the Committee on Schools and School Lands, to whom was referred a petition, praying for a law to provide for the election of a School Examiner in each township, reported against the change in the laws asked for by the petitioners, and requested to be discharged from the further consideration of the petition—which report was agreed to.

---

DECEASE OF PROF. ESPY.—A well-known writer and investigator in the scientific world has passed away. Prof. Espy, the author of the "Treatise on the Philosophy of Storms," and of many other scientific papers, less generally known, died in Cincinnati on Tuesday, Jan. 24th, at about 84 years of age.

Rev. Wm. A. Holliday, of Indianapolis, has been appointed Adjunct Professor of Ancient Languages, and Professor of the German Language, in Hanover College.

---

A resolution has been introduced into the Virginia House of Delegates inquiring into the propriety of taxing bachelors past 30 years of age \$10 per annum for the education of poor children.

---

FARMING STUDENTS.—The students of Western College, in College township, Linn county, Iowa, raised about four thousand bushels of corn the last year.—*Exchange*.

---

SCIENTIFIC EXPEDITION.—The Lyceum of Natural History in Williams College propose to embark, on about 20th of February, on a second expedition, chiefly for the study of Natural History and the making of collections. The vessel of the expedition will visit the coasts of Louisiana, Texas and Central America, where shells, botanical specimens, birds, reptiles, and objects of general interest abound. The avails of the expedition after supplying a sett to the college cabinet will be divided among those who assist in defraying its necessary expenses amounting to some \$1,600 in all, divided into shares of \$50 each. Some eighteen individuals are to go, composed of members of the college society and scientific men. The young men appeal to their friends for aid. They expect to pay all the expenses, aside from those connected with the voyage.

---

SAN FRANCISCO PUBLIC SCHOOLS.—By the report of the Superintendent of the Public Schools of San Francisco, it appears that there are now 31 Schools under the control of the Board of Education, 8 of them Grammar, 7 Intermediate and 12 Primaries, (of which 4 are separated from Schools of a higher grade,) 1 Colored, 2 Evening and 1 High School. One of the Primaries is exclusively for Chinese learning the English language.

The current expenses of these Schools for the past year, and stated at \$97,004. The average number of Scholars in attendance was 2,800; making the cost per pupil per annum, \$34.64. The average cost per Scholar in Toledo, as shown by the Board's last report, is \$10.76.

---

A SUGGESTION.—The burning of the Female College at Oxford, O., suggests to the writer the propriety of advising all school directors and owners of high buildings, to keep about the buildings several good ladders.

SCHOOL DIRECTOR

# Official Department.

## CIRCULAR TO TEACHERS OF COMMON SCHOOLS.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., February 1, 1860.

Section 18 of the general school laws of State is as follows :

"It shall be the duty of the school-teacher to make out and file with the township clerk, at the expiration of each term of the school, a full and complete report of the whole number of scholars admitted to the school during such term, distinguishing between male and female, the average attendance, the books used, the branches taught, the number of pupils engaged in the study of each of said branches, and such other statistics as he may be required to make by the township board or local directors, and until such report shall have been certified and filed by the said teacher as aforesaid, it shall not be lawful for said board or local directors to pay said teacher for his or her services."

From the beginning of the operation of our school system, great difficulty has been experienced in endeavors to gain full and reliable returns from the counties. The Auditors, with justice, complain that Boards of Education do not furnish them with the facts with which to make up their reports to this office. The Boards complain that they are without the requisite data for making such reports as the law requires. Where does this mischief originate? Let us seek the cause, and lay the ax to the root of this tree, so fruitful of evil. It is a matter of great importance; and I call to it the careful consideration of the Teachers of the State.

All the reports which the law requires must begin with the Teachers of our Schools. If they obey the demands of the section already quoted, there will be little difficulty in securing all other requisite statistics. Their duties lie at the foundation of the whole plan of facts and figures, and if the foundation is not sure, the entire superstructure will be uncertain.

It is the duty of Teachers to understand what is required of them, before they begin their schools. From the first day of their terms, they should carefully register those facts from which their reports to the township clerks are to be prepared. It may be that some of them will find no registers provided for making entries. Each school-room should be supplied with an appropriate book for this purpose; such, for example, as that published by Samson & Beer, of Zanesville, and a copy of which can be seen at the offices of all the County Auditors in the State. But if no better means can be provided, each Teacher can easily put together a few sheets of paper, and rule the same after the forms furnished in the "Ohio School Laws," pp. 101, 2 and 3; twenty thousand copies of which have been distributed through the State.

I ask all Teachers to look upon this business as a duty bound upon them by lawful authority. The moral sense of all Teachers should teach them that it is wrong and dishonorable to ask pay for their services till they have complied with the requirements of the law.

Again, I ask those Teachers who hitherto have been delinquent in this matter, to reflect on the mischief thus occasioned. The purpose of the system of reports is defeated; and great interests are sacrificed to indifference and neglect.

May it not be hoped that they to whom this Circular is addressed, will resolve that in future there shall be no cause for complaint in regard to this subject?

Respectfully,

ANSON SMYTH,

*School Commissioner.*

---

## Book Notices.

---

TOWER'S COMMON SCHOOL GRAMMAR; with Models of Clausal, Phrasal, and Verbal Analysis and Parsing; gradually developing the Constitution of the English Sentence. By DAVID B. TOWER, A. M. Boston: Crosby, Nichols & Co. 1859.

Though not venerable and gray-haired with age, we well remember the time when *Murray's* was the only Grammar in common use. We had no more expectation that there would ever be any other text-book in Grammar, than that there would be another Bible. But our boyish foresight was greatly at fault. Grammars—their name is legion.

But among the best of these works is that whose title page we have given. It is simple in its rules, clear in its definitions and thorough in its analysis. Learners will find it "a Tower of strength."

---

HISTORY AND PROGRESS OF EDUCATION FROM THE EARLIEST TIME TO THE PRESENT. By PHILOBIBLIUS, with an introduction by Henry Barnard, L.L.D., Chancellor of the University of Wisconsin. New York: A. S. Barnes & Burr.

The design of this work, as stated in the preface, is "to furnish such an account of various systems of education which have characterized races, or have enjoyed successive pre-eminence during the historical ages of the world, as shall afford the student a competent general view of their spirit and practice." Such a survey must take a range almost too ample for a single volume. Still the limited space here has been well improved. Each prominent system of study or education, as well as the distinguished teachers and master thinkers of each succeeding age, are passed in review, and the reader will find in it a great deal of valuable and instructive information, especially desirable for one engaged in the work of educating others.

---

We call special attention to our advertisements. In our March number we shall speak particularly of each.

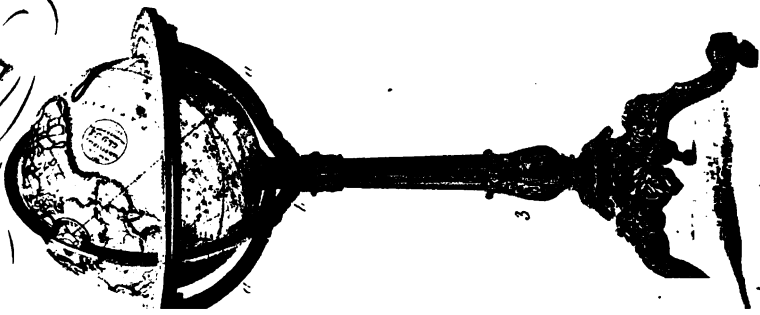
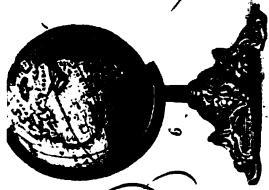




LIBRIS

LIBRARY

LIBRARY



Revolution 1870-1871  
The above is a revolution in a period of 10 years.

Imported by the New York and London

MADE IN NEW YORK, N.Y.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

MARCH, 1860.

---

---

Old Series, Vol. 9, No. 3.

New Series, Vol. 1, No. 3.

---

---

THE TRUE TEACHER OF THE HIGHEST TYPE.

BY BENJAMIN W. DWIGHT, OF CLINTON, N. Y.\*

[CONCLUDED.]

But consider the true teacher of the highest type,  
*In the second place, officially.*

His office is special. He assumes and agrees to guide others, in the greatest of interests and issues: in the establishment of their character immediately for this world, and mediately for the next; and in furnishing them with the means and appliances for making their deepest resources of intellect, feeling and will, known and felt in all their future actions, to whomsoever may come into any of the relations of business, friendship, or even acquaintance with him. He undertakes accordingly to lead them to a harvest of results, which, while they can, if thoughtful, be somewhat cognizant of them, in the seed-time of his work, they can, for the greater part, realize, only in that vast, ever-accumulating future, in which those results will not only be unalterable, according to the law of kind for kind in harvesting; but will also be vast and manifold, according to the law of abundant increase, which is the other law of all moral, as well as of all unblighted natural, harvests. And how will any just sense of man's unending being

\* Author of the Higher Christian Education, and Modern Philology.

swell out the teacher's conception of the momentousness of his daily work, through all the infinity of space and time, especially with the added sense of the fact that no man liveth to himself or dieth to himself in anything and that therefore every action, even eating and drinking, should be sacred to the Lord; and that whatever action is not so performed becomes thereby at once a desecration of one's nature, one's duty, one's destiny and one's God. He who stands amid life's impressive scenes, with a heart responsive to their claims, and with his eyes turned towards the great awards of eternity, can not move through the little circle of the hours allotted to him here, with slow-paced thoughts and purposes.

I. What then should be the special aims of the teacher, of the highest type.

1st. He should aim in general, in reference to his own duty, under the law of an enlightened conscience, to do for each one submitted to his care exactly what he would fain have had done for himself, as, in the most full and penetrating retrospect of life, he sees and keenly feels the unreached possibilities of his nature, if it had been but rightly stimulated and trained. Here is the welcome application of the golden rule to his work, which with self-adjusting adaptedness fits itself with the same vital quickening force to his employment, as to every other. As the true earnest teacher sees what great riches some, not only in other days but also in his own, have brought by diligence out of their own natures; and realizes, whatever the pile of his own past efforts and attainments may be, that, by greater diligence activity and skill, it might have been much larger still; since the past is wholly irredeemable, and its fixed facts can not be at all unfixed again: he bends his utmost energies delightedly to give all whom he can the benefit of his experience, and to secure for them the full measure of blessings which have been lost for himself.

2dly. He should aim, in particular, in reference to each pupil's natural breadth of being and power, to perfect him to as high a degree of development, as his own highest skill and toil on the one hand, and the limitations of human advancement on the other will allow.

It may do, if so they will and the world consents, for novices to try their hand in other works of usefulness or art; but, he who is

to venture upon the plan of fashioning a human being, yea rather hosts of them, to every excellence attainable, needs almost a prophet's wand for power and a prophet's inspiration in its use. Next to that of robbing another purposely no grief can lie as a heavier burden on a heart now honest and thoughtful, than that of having carelessly or ignorantly ruined them. To have pushed back the proper outgrowths of a human heart, or to have turned them into wrong directions, to have made by mismanagement the tree of life in the soul, planted by God's own hand, but an Upas-tree, blighting everything around and beneath it: who that knows at all what one human heart has within it, of possible good or evil to itself and others, can fail to feel in his own being the full rebound of the staggering blow which he has so evilly given to another.

But consider

## II. His special ideals of his work.

No work of genius can be achieved by a sculptor, dramatist, novelist, architect or other artist, without an ideal of which that work is but the outward material embodiment. How much more therefore is such an ideal an absolute necessity to the true educator, whose art is the greatest of all arts, in respect both to its subjects and objects, or in all the details of its design and the means of accomplishing them.

Ideals may be spoken of abstractly as they are in themselves, or practically as they are seen and accepted by the minds that adopt them. All abstract ideals must by necessity, to be right, be absolutely perfect. Absolute good or absolute beauty are but other names for absolute right and absolute truth in a realized form.

The larger and broader that his knowledge is; and the higher the reach and finish of his mental and personal culture; and the deeper and purer the flow of sympathy between his heart and God's: the more nearly will the ideals of our working with Him and for Him, among the elements of human character and destiny, be like in practice the perfect conception of them in theory. As the effects wrought upon the elements of the inner world are abiding, and determinative of unending issues for good or evil, unlike any of the results that are carved or impressed upon out-

ward objects, which, like themselves, are material and perishable; and as they are produced so easily and often so incidentally as to quite beguile us, without watchful care, of the sense of their durability: one of the most needful as well as one of the most exalted and inspiring duties of a teacher is that of inspecting and studying and heightening perpetually his own imperfect ideals of his work.

The elements out of which just ideals can be formed in this greatest of employments, and which must ever abide in them for their strength and beauty, are such as these: a deep sense of the innate glory of the human soul, as both mighty in itself and immortal in its being; a strong responsive estimate of God's own revelation of His relations to it, and of His high will concerning it; a deep glad ever influential conception of the fact that all life and truth and science are divine; since in them each God is the all in all, and in Him and for Him they are what they are; and deep, gushing benevolence leading one to feel, that to initiate him in aim and action is the joy of one's being forever.

### III. Consider still again the special labors of the true teacher.

1st. They must, beyond those of all human workers, be constantly and skilfully varied.

A more absurd charge than that of the necessity of repetitious iteration in his labors could not be invented. In other forms of human toil the effort is indeed to reach exact mechanical monotony of workmanship, in each product of the same sort. But in his high field of endeavors he can not, if he would, work in such a way: since the native constitution of the minds which he is to fashion and perfect is so different, and the influence of the separate previous treatment that they have received as well as of the special circumstances, amid which their earthly being is set for its development, is in each case so specific and so great. Variety is one of the first and most necessary ideas of art, and the power, as well as the instinct, to produce it is one of the highest endowments of an artist. How surprising and beautiful are the possible changes of effect in mere lines and in lights and shades, in marble and on the canvas, under the graver or the pencil of a true artist; but how much greater are the capacities of man's wonderful nature for varied treatment and effect; and how much greater the artist that knows how to employ and combine them, in endless variations

of heavenly grace and loveliness, in the living character of a living soul. Not more multitudinous are the riches of vegetable life, than are the germs and buds and flowers and fruits with which a gardener of the human heart can refresh his sense of beauty or satisfy his love of acquisition.

What stimulation will the true teacher feel to the adoption of the highest aims, ideals and efforts possible in his work, when he realizes that each one of his pupils has in him the elements of all the separate forms of personal superiority, to which any one of the race has at any time attained; since whatever they may have been in any direction of power, art, genius, or skill, they have been all only human. Another high fact also realized by him will give wonderful energy to his activity: that the germs of all the worst crimes ever committed upon earth are consciously alive in each one of the race, however persistently cut off or trampled down by the good man in his own heart; as well as the capabilities, all ready for a vast outgrowth, of the exceeding glories, in the end, and beauties of even angelic natures. How will one of such conceptions feel that in dealing with the human soul he is toning an instrument of a thousand strings, and of ten thousand times ten thousand concords or discords lying deep and unawakened within.

2dly. They must be perpetual.

The acquirement of gain is not his object, as with most men in other employments; and therefore he is not looking forward to some anticipated accumulation of it, when he may retire with gladness from active life, as if positive quiescence were the chief good, or had any good in it, except as at times a matter of mere physical necessity.

The true worker, also, for God and man considers work itself a pleasure. All the springs and wheels of his nature are set, so as to be put in motion and to move aright, by an earnest spirit of work flashing deeply within them. With such a nature and in a calling which demands such constant varied toil, and which so soon, beyond any other, brings its own rewards with it, and those so great and satisfying, and so full of the promise of greater good still in the end, the true teacher finds patient, earnest toil, delightful beyond expression.

III. They must be prayerful, and therefore hopeful.

God has many specific fixed modes, which we call therefore laws, for conferring his blessings upon men; as the law of work, the law of prayer, the law of patient waiting faith and others like them, no one of which interferes in his economy one with the other, or is followed to the disregard of the rest.

God delights to aid human labor, and promises in advance to do it, if asked with loving faith in His character and word. And surely in no work more than this can one need at all times that "wisdom," which "if he lacks," he is bidden to ask of God, who "giveth to all men liberally and upbraideth not;" and in none can he need more to see His guiding hand, waving in streams of light before him, who himself tells us, that "the heart of man deviseth his way but the Lord directeth his steps." All greatness is in God and from God. True views of life are, in opposition to the prevailing habits of thought of this generation, and of all preceding generations, intensely theistic. God must be in all the teacher's thoughts: God as his Ruler; God as his ever-present Friend; and God as his willing, joyful Helper. Only men of faith do anything really heroic on the earth. Deep, steady, serene faith in God:—this is the highest culmination of intellectual energy, and of moral feeling in the breast of man, and therefore the crowning glory of our entire manhood.

The real Bible-God, as He is, loving us and desiring our love with equal and indescribable intensity: delighting to employ His infinite powers for us and with us, and inviting us to full fellowship also in action with Him: is made practically unreal to most minds, in all the sweet relationships of heart which He himself proposes, by their own cold idealism of Him, as a God afar off: so that He has become to many indeed, but a huge colossal myth, or a great impersonal principle, or at best, if still thought of as a being, a mere stern critical and frowning spectator of all things done upon the earth. But life viewed as it is, as a stream from the boundless overflow of his beneficence; and work viewed, as the heart's tribute of happy service to Him and with Him: how beautiful do they appear when surrounded with such a halo of sweet thoughts.

Mere teaching in a technical form is but a small part of the educator's work. He is to stimulate, restrain, guide, encourage, discourage, watch, wait, work and pray, all at the same time and



in many directions, and with ever varying modifications of these and other elements of effort, in ever varied instances of their requirement. He must even strike severely at times, as does the sculptor, in first blocking out the rude piece of marble, which in the end is to be all aglow with beauty; and at other times he must trace with gentlest touch the expressive lines of thought and feeling, upon his pupil's heart. For what form of human toil or skill or influence, does not his calling furnish wondrous scope. He is a vine-dresser, and must prune his vines, that they may bring forth more fruit. He is a physician, and must give restoratives to the faint and tonics to the feeble, restrain the wayward, and lead all by his firm and steady but gentle nursing care. He is a guide, and must lead his followers inspiringly over many difficulties to the mountain heights above them. He is a general, and must be ever leading on his troops to victory and honor. Not an orator in the forum, or a preacher in the pulpit, or any prophet-like sage, in the Academy or Lyceum of ancient Greece, could have better opportunities than he, of waking up thought, and of bringing the power of earnest speech to bear upon his pupils as a body; as, in like earnest conversation with them individually, no one could ever better act than he, the appreciative, faithful, and yet gentle, personal friend. Not a profession on earth combines so many varied resources and appliances. Not one has so many sides of strength and beauty in it; and on every side so much that is unitedly both human and divine. And in that most generous and exhilarating of all forms of labor for others: reformatory of tendencies and habits in them already established to their ruin and growing into ever larger vigor by every hour's delay: who has more frequent opportunities for its employment, or more open avenues for engaging in it, or more impressible materials on which to work!

Was there ever an age in which a mind, rightly trained, could do so much for itself, and for humanity and for God, as this? Or was there ever one, when it was a matter of so much vital moment, that the teachers of the day should be men of so lofty a type of character, of so sublime ideas and of such ever-glowing heroic consecration to their work! In no age hitherto has the world furnished such a noble theatre for splendid action, to a mind panting to do great deeds. But who does not see, in the already

swollen buds of the life of the next generation, a grander promise of all, large, joyous and beautiful vitality of action, in things intellectual and spiritual than the present times exhibit. Who does not feel that our immediate successors will as certainly look back, from the heights of the next half century, upon our present ideas, attainments, customs and institutions, then antiquated enough, as forms of social development, which they have quite outgrown: as we now look back, in the same way, upon the unripe state of things, in the world, fifty years ago! The swell of such just conceptions of the rapidly advancing movements of society, beyond what is now going on in the world, although connected with it, ought to fill most of all the hearts of those, who are now actively engaged in forming the ideas, habits, aims and characters of those, who are to be the actors upon the stage at that time. Let them beyond all others feel the greatness of their powers and privileges and responsibilities, as the determiners of such great results, representative of their own life on the earth long after they have left it; and with the word of God in their hands and his spirit in their hearts, let them, in answer to His summons, as unto the children of Israel, to "go forward," march on, with flying banners and voices full of shoutings, in His service.

---

DR. BUSBY, the master of Westminster school, was celebrated for severe discipline. Though severe, he was not an ill-natured man. It is related of him that one day when the doctor was absent from his study, a boy found some plums in his chair, and moved by his *lickerishness*, began to eat them, first, however, waggishly exclaiming—"I publish the bans of matrimony between my mouth and these plums. If any here present know any just cause or impediment, why they should not be united, you are to declare it, or hereafter hold your peace," and then ate them. But the doctor had overheard the proclamation, and said nothing until the next morning, when, causing the boy to be brought up, he grasped the well known instrument, saying—"I publish the bans of matrimony between this rod and this boy. If any of you know any just cause, or impediment, why they should not be united, you are to declare it." The boy himself cried out—"I forbid the bans." "For what cause?" inquired the doctor. "Because," said the boy, "the parties are not agreed." The doctor enjoyed the validity of the objection urged by the boy's wit, and the ceremony was not performed.

## PAPERS FOR YOUNG SCHOOLMISTRESSES.

✓  
BY OLIVIA ODELOT.

No. 1.

## TEACHING IN PROSPECTIVE.

Could I look over this fair, broad State of Ohio, and peep into every schoolhouse, large and small, in city and country, how many young teachers might I find—young in years as well as in experience—striving day by day to overcome discouragements and difficulties; oft weary in body, heart and brain, yet finding joy in the consciousness of duty performed. My dear sisters, though I have never taken you by the hand, looked into your eyes, or heard you bid me a kind “good morning,” I feel drawn irresistibly towards you, because we are engaged in the same great work—a common interest creates a common sympathy; and if in these few random ideas, gathered mainly from a personal experience which has been limited, you shall find anything to interest or profit you, I shall consider that we are nearer to each other than before, for we shall have *spoken* our mutual joys and sorrows.

I have been considering what were your feelings when you first looked at this business of teaching. For long years, from the time you were an “abecedarian,” and wished for “a little brief authority,” to be able to “put down” the large scholars, who persisted in putting you down, till you arrived quite near to the years of maturity, had you been looking forward to the hours when you would really be a “school-ma’m?”

It was your privilege, at some time, to listen to the instruction of a teacher who was indeed an honor to her profession, and who, by her kind, winning ways, completely gained your young heart’s affections. Her you regarded as having arrived at the highest point of human greatness, and many a sigh you choked down, because it seemed as if there was a great gulf fixed, over which you could never leap, to stand where she stood—a high hill, up which your tired feet almost refused to go, even for the joy of attaining what was at the summit; yet you could never repress the great longings, one day to be, like her, a teacher. How many hours, like Mary of old, have you “pondered these things in your heart.”

First came thoughts of the *pleasures* every true teacher will have. If you love children, as I most certainly hope you do, or you cannot succeed well as their instructor, what a daily joy to see a score or so of smiling, happy faces around you, on whose heads

“The glory of the morn is shed,  
Like a celestial benison,”—

to have a morning greeting and an evening kiss from each rosy lip—to feel yourself the oracle, than which there are few higher, for so many young hearts, who offer you the pure, unselfish emotions of natures not yet initiated into the world’s incredulity and indifference. What a pleasure to impart instruction to them—to see the bright sparkling of the eye, and the lighting up of the whole face, as some new idea is caught by the inquiring mind: to measure, day by day, the progress each pupil is making in the unfolding of the intellect—the expanding of the powers of mind and heart. O, is it not a joy that you are permitted to be the guiding hand in this great work—that when the fair and strong edifice of education is at last completed, traces of the part your fingers have accomplished, may be found.

Does any one suggest that all children are not angels, neither have they been gifted with the mind of a Webster, or even such as *your own*? Your heart indignantly gives back answer, that there never was a soul made without some germs of good, though adverse circumstances may have fostered and developed only what is evil—there never was the mind created which had not the ability to learn *something* from the patient, earnest teacher. The casket may be rough and unseemly, but I know there are brilliant jewels and pure gold beneath; mine be the task to awaken these latent powers, and cut and polish the gems till they shall be fit for any station here in life, and finally for the Master’s crown.

Immediately connected with all this, is the thought that in this way you may be *doing good*: you are adding your mite, small though it be, to the work of the world’s improvement. Your field is very limited, compared with the great vineyard; but by “planting the soil just about you thick with truths,” *something* surely is being accomplished. What human hand could do more than this? Did you ever think, how the desire to do good is interwoven with every true woman’s life? Her’s is a different nature from man’s;

“the cares of the world and the deceitfulness of riches” are not so likely to “choke” that, in her, which is higher and better; so that from her the world has come to look for a great share of the moral force in society:—alas! that there should be any who forget their godlike powers, and cherish only those which are so far beneath the true dignity of womanhood.

After these thoughts, is anything lacking to make the work of teaching attractive? I think not. Still, we might add the pleasure of reviewing your school-day studies, especially if you have to teach what are called the “higher branches.” Nothing, worthy to be learned, can become too familiar to us: and it is often the case, that in taking one study after another, many ideas, which seemed very familiar at the time, do not become permanently fixed in the mind. It is then a great advantage to review these things with others, and in the act of imparting instruction you will receive quite as much as you give. A good teacher of Mathematics will be disciplining her own mind, while she thinks she is teaching her scholars; a faithful teacher of History, in gathering up stray anecdotes and new items for her class, will find her own store of available information greatly increased. Thus it is in every study: it cannot be carefully taught to interested, inquiring pupils, without bringing back to her who teaches a rich reward.

It is always better to *begin* any work with our thoughts more on its joys than on its sorrows: so that when discouragements come, as they always will, we can have something to look back upon which can cheer us. I feel encouraged from these few ideas, to go to my to-morrow’s labor with new vigor, and a stronger determination to “act well my part” in this wide field of action; may I not hope that these few words of cheer may be to you, also, messengers of good?

---

#### GOOD DEEDS.

The good man never dies,  
Though his threescore years and ten  
May have passed unheeded by  
In the busy marts of men—  
In the furrowed field or grove—  
Upon mountain, sea, or shore—  
Still his untold deeds of love  
Are a blessing evermore.

## PREVAILING ERRORS.

BY CHARLES NORTHEND.

In educational matters there are certain prevalent errors to the correction of which teachers should direct special effort. It has been too much the case that popular feeling has swayed the teacher and led him to favor, directly or indirectly, views and plans that his own better judgment pronounced unwise or injudicious. Instead of moulding the public mind, and directing or leading the public will, he has passively consented to be led, and that, sometimes, in a way that could not seem right to him.

Now we believe it is not only the teacher's right but his duty to give shape and direction to educational affairs — and it is because so many have failed to hold and express decided and well grounded opinions that false notions and impracticable plans have so frequently and so extensively prevailed. We propose to speak, briefly, of two or three very common errors which seriously and unfavorably affect our schools.

1. *The disposition to send children to school at too early an age.* In most communities it is the practice to send children at the age of four years. Many parents seem to have the impression that sending thus early is absolutely essential to good scholarship. Hence we often hear such persons boasting of the proficiency their little ones have made in reading at the age of five or six years, regarding such forwardness as a sure indication of future brilliant scholarship. Results, however, will prove it far otherwise. The child who is regarded as a prodigy for his early attainments may, and probably will, in a few years manifest a marked indifference to school duties, and actually fall far behind those who commenced their school lessons some two years later. We believe it will be found in the experience of every teacher that those pupils who commenced learning, from books, at the age of four years, will not be as forward at the age of twelve years as those who commenced at the age of six or seven years. If the perceptive faculties of a child are properly cultivated and directed, he may learn many useful lessons long before he opens a book for the purpose of learning to read. Let him be taught to observe, to think, to give clear expression to his thoughts, and he will have a basis on

which subsequent lessons from books may rest, and from which such lessons will draw much of interest and profit. Among the earliest and most useful exercises for the little ones are object lessons, simple lessons in drawing or copying, singing, manual exercises, etc.,—and even these should not occupy much of their time. With all lessons and exercises for young children, the motto should be: “not long, but thorough or exact.”

2. *The early withdrawal of pupils from school.* This is an error of serious magnitude, and one which has increased rapidly within a few years. It is too often that boys and girls, at the age of twelve or thirteen, begin to feel that they have finished their education, and that it will be almost degrading to continue in school until they are seventeen or eighteen years of age. Parents have, in too many instances, favored such feelings and withdrawn their sons and daughters from the schools at a very early age. Such pupils may have passed over much ground, but they have not gained that intellectual discipline and true mental growth which are essential to true scholarship and to success in life. It is often true that a scholar will make more decided and valuable development between the ages of fifteen and seventeen years than during any five previous years.

3. *Too many studies.* Some parents seem to estimate their teacher's success and their children's advancement by the number of different branches that are receiving attention at the same time, when, oftentimes, this very multiplicity is productive of but little real good and of much positive harm. It is far better that two branches be pursued thoroughly and understandingly, than that a half dozen studies be passed over hurriedly and superficially. There has been, too often, a sad lack of thorough learning on the part of the pupil, and of thorough teaching on the part of the instructor. Instead of this let the pupil be taught how to learn, to think, to examine, to investigate, to compare, to apply, and he will be really better fitted for the business of life though his attention may have been confined to a few pages of a few books, than he would be if he had “been through” with a score of books in the ordinary way. A mere smattering of all the *ologies* and *osophies*, now before the public, is not of half the importance of a thorough comprehension of a single branch.

4. *A want of accuracy and clearness.* There is in many of

our schools a vast amount of vagueness, both in the learning and teaching. This evil is closely connected with the last named, and almost inseparable from it. Parents demand that their children shall pursue many branches and pass over much ground, and, in order to gratify the wishes of parents, teachers often become very superficial in their teaching, and scholars contract very imperfect and injurious habits of learning. In all the exercises of the school there is a sad lack of clearness of understanding and accuracy of expression. Words are repeated but ideas are not grasped. A lad was recently boasting to his grandfather of his skill in arithmetic. "How far have you ciphered?" asked the grandfather. "O nearly to interest," said the boy. "And do you understand subtraction thoroughly?" "Why yes, grandfather, I learnt about that long ago." "Well, what year is this?" "It is 1859." "Very well; now if you take 2 from 1859, how many will remain?" "Two from 1859 — why I could tell you in a minute if I had my slate." "But can't you do it mentally?" "Why, yes, I suppose I can; (proceeding in an under tone) 2 from 9 leaves 7; 2 from 5 leaves 3; 2 from 8 leaves 6; 2 from from 1, I can't—borrow 10: 2 from 11 leaves 9;—why yes, 2 from 1859 leaves 9637." And yet this lad had learned subtraction as many others have done.

Space forbids that we should continue this subject. We have named three or four of the common errors in our schools, and if teachers will use judicious efforts to correct them, and to diffuse right views through the community, they will be taking a decided step in the proper direction. Teachers should guide in these matters, and if they will act in harmony their influence will be potent for good, and these and kindred errors will soon be corrected.

---

#### SPEAK GENTLY.

Speak gently to the little child,  
So guileless and so free,  
Who, with a trustful, loving heart,  
Puts confidence in thee.  
Speak not the cold and careless thoughts  
Which time has taught *thee* well,  
Nor breathe one word whose bitter tone  
*Distrust* might seem to tell.



## THE "COMING" SCHOOL.

BY L. A. T.

It shall be held in a fairy temple, a palace of light and air, radiant with flowers and balmy with fragrance. Beautiful pictures shall adorn the walls, and speaking statues gleam in shining whiteness down the long arches and in the shadowy niches. Significant and tasteful devices shall fill the intervals with quaint illustrations of historical interest and fit emblems of future achievements. Fair groups shall be seated around the circular or crescent shaped tables, or stand in picturesque attitudes in the shadow of some lofty arch. Delicate matting, or rich-hued carpets, as the season may suggest, shall be trodden by sandaled feet, while the heavy doors silently uncloset, and the light chairs, movable at will, and suited to the stature of the pupil, shall effectually dispel the stiffness of rows and the harshness of angles. No loud tone of anger or reproof shall mingle its discordant notes with the clear, subdued, silvery tone, ever bespeaking high cultivation; and no boisterous clamor ever mark the amusements which are encouraged and even taught. The teacher shall stand a High Priest of Nature, and oftentimes a sweet Priestess, clad in lovely and simple vesture, shall minister to the eager thirst for knowledge, which the continued presence of forms of beauty, wonders of nature, and works of art, must ever excite. With the hard lines of benches and desks shall disappear the old regime of appointed tasks. The teacher, no longer the mere recipient, shall himself adroitly advance a thought or institute an inquiry, arousing the mind of the learner, to think and reason independently, and finally turn to his books for aid. No "innocents" are murdered by three to five hours confinement; and none, however stupid, left without an appeal to every known avenue of the heart, mind and imagination. Teaching is no longer a laborious monotony, or study a wearisome duty. The child turns from his gay sports with delight, and will remember the beautiful room as like the portal of Heaven, cherishing its memory to the last day of his life, with the same boundless satisfaction that he hails a newly discovered combination, or creative element in the realms of thought, sighing, perhaps, for the lofty spirit of that teacher, who

so efficiently aided the development of his now ever active and limitless capacities.

In that happy time, the careful hand of the instructor, ever silently guiding, never allows the native vigor to be impaired by overtasking, or this pure pleasure to be alloyed by satiety. The child shall come, with every faculty keenly alive, and leave before its passionate ardor cools, gaining clear ideas and more food for thought in one such day than in long years of droning study, under dull espionage, and amid surroundings which suggest neither harmony nor refinement. No tread-mill shall there beat its measured clang, but sweet music, coming in distant strains, nearer and nearer in full melody, and then in triumphant chorus, shall effectually relieve all approach to weariness. No aids shall be spared in the great work of training immortal minds, as the many rural temples throughout the land, shall abundantly testify.

Then shall come that day of joy and rejoicing for which so many now toil. Songs of praise shall hail this dawn of the Millennial ages.

---

**SINGULAR EFFECTS OF ATTRACTION.**—In the *Edinburgh Journal of Science*, we find a very interesting paper, by Dr. HANCOCK, on the motions that result merely from mixing a few drops of alcohol with a small vial of laurel oil. To exhibit this singular phenomenon, which seems to bear some analogy with the planetary orbs, the drops of alcohol should be introduced at different intervals of time. A revolving or circular motion instantly commences in the oil, carrying the alcoholic globes through a series of mutual attractions and repulsions, which will last for many days. The round bodies, which seem to move with perfect freedom through the fluid, turn in a small eccentric curve at each extremity of their course, passing each other rapidly without touching. In the course of his experiments, Dr. HANCOCK observed particles of the fluid to separate in large globular portions; these commenced a similar revolution, and smaller ones quitted their course, and revolved about the larger, while the latter still pursued their gyrations, after the manner of planets and their secondaries.

KNOWLEDGE is proud that he has learned so much; wisdom is humble that he knows no more.

# Normal and Professional.

---

## READING.

BY E. E. WHITE.

No teacher neglects reading—or, at least, intends to—and yet, for some reason, few schools excel in this exercise. Nor is this defect confined to scholars. How very few teachers excel as readers! And yet the reading of the teacher is a *model* for the imitation of the scholar. Does the excruciating oral reading of most young persons need further explanation? Poor reading propagates itself. It is contagious. It is often chronic. In some constitutions it is beyond the skill of therapeutics. The experience of many in removing this school-malady, in after life, is a sad evidence of this fact. Even the pulpit and bar are full of such invalids.

The diagnostics of this disease are distinctive, though various. In some cases it manifests itself in a dolorous drawl; more frequently, perhaps, in a monotonous or dead-level canter, pulling up at the troublesome comas, semicolons, colons and periods, in utter contempt of all the laws of motion or momentum, and, in like manner, shooting off again at the “count” of “one,” “one, two,” “one, two, three,” &c. Perhaps, the *pathognomonic* symptom of the malady is *mumbling*.

I am forgetting, however, the object of this article. I propose to offer a few suggestions in regard to teaching reading, which, if not curative, may be preventive. I cannot here stop to discuss the merits of the different methods of *initiating* the child into the secrets of the reading art. This, of itself, would exhaust an article. Supposing the first steps to have been taken, how shall reading be taught?

**TWO EXTREME METHODS.**—There are two methods of conducting an exercise in reading which may be regarded as the extremes of the series. They may be designated the *No Help Method* and the *All Help Method*.

According to the first method, the scholars read "round the class," each torturing a whole verse. The teacher stands, or more frequently sits, with book in hand, ready to help the scholar over the "hard words," for the simple purpose, I suppose, of avoiding a dead set. Sometimes he exhibits remarkable critical acumen and original skill in the teaching art, by such occasional instructions (?) as "read too fast," "not loud enough," "left out a word," "mind the pauses," &c. These remarks are made *after* the scholar has "finished" the verse, and it would, of course, be a great waste of time to have the effort repeated. Occasionally, the teacher, with great effort at throat clearing, "sets the class an example." Woe to sensitive ears, for the sound issues forth like the pent-up winds of *Æolus*! Classes taught by this method make remarkable progress. Twelve weeks is sufficient "to go through the book!" Of course, it is *finished*. Seriously, is it not a burlesque to call such efforts *teaching*?

The All Help Method is worthy of a more earnest presentation. By this method, the scholar is taught to *imitate*. The teacher reads every sentence or verse before the scholar is permitted to make the attempt. If the scholar then fails to imitate the example given, the teacher repeats the same. Every stumble or mistake on the part of the scholar is corrected by the teacher's reading the entire sentence or verse. In short, children by this method are taught to read, as they are sometimes taught to sing, *by wrote*. It is needless to add that this method removes from the scholar all necessity of study. The preparation of the reading lesson is useless labor.

Scholars thus taught may read particular pieces, upon which they have been specially drilled, very well. Beyond this, their reading is uncertain and unreliable. Now, the ability to read one piece well, ought to beget skill and self-reliance in reading another. Reading ought to be so taught as to constantly raise in the scholar's mind the inquiry, how ought this sentence to be read? Scholars ought certainly to be *drilled* in reading, but this drill should arouse personal effort.

Reform, like the pendulum, swings to the opposite extremes of its arc. It knows no middle point of rest. It is thus in education. In correcting one fault, we vibrate to the opposite extreme, and there find another.

**THE LEARNING OF WORDS.**—The first step in reading is the learning of words. This should have a prominent place in primary instruction. The ability to call every word in the lesson *at sight*, and without the least hesitation, should be insisted upon as a prerequisite to the reading exercise. To this end, each reading lesson should be thoroughly studied. The practical difficulty, however, is to secure this study. There must be some *test* applied, by which neglect on the part of the scholar shall be at once revealed and prevented.

I know of no better test than to *precede every exercise in reading by one in spelling*; all the new or difficult words being spelled, and correctly pronounced. The class should be held responsible for the correct spelling of *every word* in the reading lesson. It is not necessary to pronounce every word. Enough, however, should be selected to afford a thorough test of the scholar's study. This exercise should always *precede* the exercise in reading. The reason must be obvious.

**THE EXERCISE OF READING.**—The object of a reading exercise is three-fold:

1. To furnish an additional *test* of the scholar's familiarity with the *words* of the lesson.
2. To furnish a test of the scholar's ability and unaided personal effort.
3. A thorough class *drill* by the teacher.

The importance of the first of these objects diminishes with the advancement of the scholar. The first two of these ends are best secured, in my judgment, by permitting each scholar to read, *at first*, without special instruction or drill from the teacher. This can be done, as in teaching mental arithmetic, by calling upon the scholars *promiscuously*. Pay no attention to the artificial division of a lesson into verses. Require the scholars to be prompt and accurate.

The drill of the teacher—the nature of which will appear hereafter—may immediately follow the reading of each paragraph or sentence, or may be given in a separate exercise. Some of the best teachers of reading, in the lower schools under my charge, devote one exercise upon each reading lesson to the first *two* objects specified above. The succeeding exercise is devoted to a thorough drill upon the lesson previously read. In grades of

schools in which scholars read *twice* each half day, or at least twice each day, this arrangement is a good one. By skillful management, however, all *three* of these objects may be attained in the same exercise. In teaching advanced classes, this should always be done.

**DRILL.**—It is very difficult to present in words the true nature of a drill in reading. This is best done by actual example. Our notion of a drill, however, may take a more definite, practical shape by raising an inquiry as to the end to be attained. It is at least two-fold: 1. To enable the scholar first to see the thought in each sentence, and, then, to present the same forcibly and clearly. 2. To train the voice in distinct and elegant enunciation.

Reading is not a mere enunciation of *words*. In every sentence there is, or ought to be, a *thought*. *It is this thought which the scholar is to read.* If the reading of the scholar does not bear clear and auricular evidence that the *sense* of the passage is seen and appreciated, the teacher should plant the thought in the scholar's mind and cause it to come forth upon his tongue. Explain the passage; reveal its hidden beauties; read it, and then call upon a scholar to do the same; then another; then call upon the whole class; then upon another scholar, &c. Persevere, and only leave the passage when *excellence* is secured.

Distinctness of enunciation is a prime excellence in good reading; indeed, when accompanied with proper emphasis, modulation and purity of tone, it is good reading. To secure this, the vocal organs must be assiduously trained. Occasional and fitful efforts upon the sounds of the letters is not sufficient. Elementary drills and vocal exercises, calculated to give pliancy and power to the voice, should be frequent and persistent. The vocal elements which compose spoken words, must be articulated separately and combined. The utterance of the vowels—the very soul of words—should be made full, rich and flowing; the enunciation of the consonants, clear and distinct. Nor is this all. The reading of each sentence and word should, at all times, bear evidence of these drills. But little is gained in causing scholars to read distinctly for a few minutes, if their utterance during the rest of the day holds this quality in utter contempt.

**LENGTH OF LESSON.**—“But,” says the teacher, “I have no time for these drills. When my class have read through a whole

lesson, the time for the exercise has passed." *Read a whole lesson!* No wonder you need *time!* From two to four verses are sufficient for one exercise. There are words to be spelled, sentences to be read by the scholars, drills in expression, emphasis, &c., and drills in articulations. This will truly take time, and necessitates slow advancement. This, in reading as in spelling, can alone secure *rapid* progress. Advance slowly, but thoroughly.

---

## Mathematical Department.

---

At the request of a number of friends of the *Monthly*, we propose to revive the Mathematical Department. We shall endeavor to be more elementary in it than heretofore, and make it, if possible, valuable to teachers in the school-room duties. We ask for problems—Arithmetical, Algebraical and Geometrical, such as are found in everyday duties. It does not matter if they are not very difficult. It is sufficient that a teacher wishes the solution and demonstration of others, or that some one thinks he has a solution which is new, novel, or in his opinion good enough to be of real benefit to others. This will undoubtedly bring in many more than we can possibly publish; but send them, and let us have them on hand, from which to choose and insert as our limited space will allow.

All communications for this department should be directed to the publication office. Problems should be accompanied with solutions, when the proposer can furnish them. When practicable, solutions shall appear in the number next succeeding the publication of the problem. We shall endeavor not to delay the solution of any problem any longer than the second month after it is published.

All communications for this or any other department of the *Monthly*, should be mailed by the 15th of the month preceding the one in which they are expected to appear.

PROBLEMS.—No. 1. The sum of two numbers is 176, and  $\frac{1}{4}$  the greater, plus 4, equals  $\frac{1}{3}$  the second; what are the numbers? To be solved by analysis.

H. H.

No. 2. A tract of land contains 100 acres. The east line is 160 rods long, and the north is three-fifths the length of the south line; and the north-east and south-east corners are right angles. The south part of said land is worth 10 per cent. more than the middle portion, and the middle portion is worth ten per cent. more than the northern. Now I wish to divide this 100 acres into three parts of equal value, by lines parallel to the north or south line: What is the length of the east line of each of the three parts?

No. 3. Given  $x - \sqrt{x} = 3 - y$ .

$$y - \sqrt{y} = 4 - x$$

to find the values of  $x$  and  $y$ .

## Correspondence.

---

NORWALK, HURON Co., Feb. 13, 1860.

I have just been reading the excellent report of the Commissioner of Common Schools, which, I see, is incomplete as to statistics, because the proper individuals have failed to make their reports. I have no patience with such delinquents, and if there is any law that can reach them I hope it will be rigidly enforced.

I see in every instance that the average attendance on the schools falls a good deal short, not only of the whole number enumerated in the district, but of the number on roll. I was visiting a school district, in a neighboring town, a few weeks since, and was informed that there were many families there who did not send their children at all to the school, although a good one was taught. I inquired why this was, and was told it was owing to the indifference of the parents, generally the father, who was too ignorant to value an education. Now I would suggest the inquiry whether some legal provision should not be made, compelling attendance on schools up to a certain age—or so far as shall be necessary to secure the rudiments of a common education.

The suggestion in the report, about a County Superintendent, is important. It is impossible for the examiners of teachers to decide who will succeed in keeping a good school, always, from their appearance at the examination, as a knowledge of books is only a part of the necessary qualifications. It is not uncommon to find that a teacher, who had passed well the test of the examination, soon fails in the management of the school-room. One instance has occurred in a district about three miles from this village, and a new teacher has been procured.

Perhaps Mr. Barney's idea is a good one, of having the Examiners select one of their own number. It must, however, be attended with some expense, if the business is to be well done. Every district must be visited at least once during the season; and to visit 150 districts, (the number in this county,) and make the proper inquiries, will consume somebody's time not a little. Yet I think it would be money well laid out.



But the great want is a suitable number of well qualified teachers. Of this I am very deeply impressed, more especially since I have been in the Board of Examiners for this county. Very many that can pass the literary test, I am well persuaded lack other qualities of great importance. They have no idea what a good school is, because they have never seen one. The High schools, in our large villages, are too few and far between to furnish facilities for the country, where some of the best materials for school teachers are generally found; and besides, these schools, as at present arranged, cannot accommodate any more than the pupils in their own districts, or, if they can, there is no provision in them for the preparation of teachers; at least this is the fact with regard to our school. The same is true of the one at Milan, and hence a private Normal School has been established there, which has been well sustained.

Now, what I have to suggest further, is the desirableness of establishing several Normal Schools in different parts of the State, as has been done in Massachusetts, Connecticut, and, I believe, in New York. Cannot the Legislature be induced to look at this matter seriously? I presume, in almost every place where such a school should be established, the inhabitants would raise enough to procure the necessary buildings, leaving the State to defray only the expense of conducting it.

One other thing I would suggest—the desirableness of providing in our High Schools for instruction in the Classics, so that boys can be fitted for College. These public schools, you are aware, have broken up our former Academies, and so far as Classical instruction is concerned, they have not made them good. There is no school about here where a boy can be fitted for College. Even when the teacher attempts to teach the Classics, in any of them, he does not accomplish much—either because he is not qualified, or because he has no time, or both. This is a great desideratum in our educational system. I am aware of the difficulties which surround the matter to some extent, especially those arising from the want of popular sympathy with the object. But I hope they are not insurmountable. It seems to me, that if this were provided for, our system would be complete, at least in theory, and the sympathies of all classes would be enlisted in its favor more than ever. The State of New York makes ample provision

for this department, by giving a certain sum annually to every Academy where the Classics are taught. To avoid the odium of a local tax, could not provision be made by the State in some other way? But of course I cannot tell what method is best to secure the end.

Very truly yours,

A. NEWTON.

---

### REPORT OF COMMITTEE ON SCHOOLS.

The following report was made, on the bill offered in the House authorizing the distribution of school funds in the counties where raised :

That the constitution of the State, having made it imperative upon the Legislature to provide by taxation for the maintenance and support of an efficient system of common schools in this State, the General Assembly of 1853, perfected and passed, what your committee believe to be, in its essential principles and main features, the best common school system that has yet been devised by this or any of our sister States. Without claiming perfection for this system, and without objecting to such amendments as time and experience may show to be necessary, we would earnestly deprecate all changes which would not tend manifestly to make it more efficient; and especially would we deprecate any change so radical as that proposed in this bill—striking as it does, in the opinion of your committee, at the vitals of the system, and tending, if adopted, to the final overthrow, not only of our present admirable school law, but to the defeat of the wise and efficient provision of the Constitution which makes it the duty of the State to provide the means for the education of all her children.

Your committee do not propose to argue either the right or the expediency of taxation for educational purposes. If the proposition was a new one, we might properly do so; but while the present constitution remains in force, these are not open questions. That fundamental law has definitely settled these questions, and in the opinion of your committee they are wisely settled. In strict conformity with the provision of that instrument, and, as your committee believe, in its true spirit and intent, under our present school law, the State levy for the support of common schools, is distributed throughout the State in proportion to the number of youths in each School District, without regard to the accidental location of the property so taxed or the youth to be educated. It therefore happens that those *counties* which have in their limits, more material wealth, relatively, than they have children, pay into

the school fund more money than their ratio of children entitles them to receive back for educational purposes; while those counties which have more children in proportion than they have accumulated wealth, receive more of this fund than they pay in.

This is claimed to be unjust and oppressive on those counties where the greatest wealth is accumulated; and at first sight it would seem to be so. But, however plausible the objection to the present law may seem, it is, in the opinion of your committee, plausible only, and founded upon a very palpable fallacy. To the mind of your committee, the law of 1853, in the feature complained of, embodies the only principle of equity upon which a system of common school law can ever be maintained.

The only theory upon which your committee can justify a tax at all, for the purpose of education, is, *that the State, being sovereign, has a right to tax the property of the State, for the purpose of educating the people of the State.* If this theory is not sound, then the whole system is built upon a fallacy and ought to fall. But if the principle is right, then the money, wherever in the State collected, ought to be appropriated to the education of the children of the State wherever they may be found.

The net-work of railroads which center in Cincinnati, Cleveland, Columbus, Dayton, and other cities, has made the center of the trade, and is drawing to them the wealth, not only of the rural districts of the State, but of the continent. *But these railroads have no children to educate.* The Banks of the State, located in the same centers, issuing their millions of promises to pay, make the whole State tributary to them. *But these Banks have no children to educate.* These Railroads and Banks, with other facilities, invite to the investment of capital—drawn from all directions, and the Furnace and the Forge, the Mill and Manufactory, spring up like magic, until millions of dollars are invested in these vast establishments. *But the Furnace, and Mill, and Factory, have no children to educate.* These means of material progress increase until the merchants in these centers become as princes, and their splendid residences rival the palaces of royalty in other lands, in cost and magnificence, and crowned heads are beggars compared with them in the extent of their revenues. But these merchant princes have no children to send to common schools. As all these sources of wealth are developed through the enterprise, the energy, the talent and well-directed effort of their business men, the means for the gratification of literary taste and “elegant ease” accumulate, until the men of wealth, for the sake of the social advantages to be enjoyed in these centers, take up their residence therein, and bring with them the accumulated riches of years of persevering industry in their various professions and pursuits in other localities. But these seldom have children for the common schools.

Now, when the State, in its sovereign capacity, has laid its almighty hand upon all this wealth—upon all these Rail Roads, and Banks, and Furnaces, and Manufactories,—upon the palaces of those merchant princes, and other money and investments of these retired gentlemen; has swept into her common school fund, the tribute they are thus compelled to pay, your Committee are wholly unable to comprehend the equality or the justice of the claims made, that this fund belongs alone to those children who happen to live within the limits of the several counties in which these centers of wealth are located.

The State, in this behalf, is the guardian of *all* her children. By her sovereign power she assumes to tax the property, wherever found within her jurisdiction, for the benefit of these her wards. Having thus created a common fund, shall she not act with an impartial *justice* in its distribution? But would it be either just or impartial to distribute to such of her wards, as happened to live within ten miles of Cincinnati, or Cleveland, or Columbus, twice as much of this common fund as to those who may happen to live a half a mile farther, if that should be across a county line? We think the mere statement of the case sufficient to convince every reflecting mind that the present mode of levy and distribution is the only equitable mode.

The bill before your committee does not, it is true, go the whole length of the claim set up. It proposes to reserve one-half of the levy for the exclusive use of the county, and permit the other half to be distributed as under the present law, pro rata, to the youth to be educated. To this, although offered as a compromise, your committee can not assent. If the counties are entitled to retain one-half of the levy, no possible argument can be adduced why they should not retain it all. If it is wrong to distribute the whole tax, as it is done by the present law, it is not less wrong so to distribute the half of it, as this bill proposes to do. And the passage of this bill would be a simple acknowledgment that the General Assembly is perfectly conscious that it is practicing an outrageous oppression upon certain counties of the State—robbing them of what is their just rights—but, for the sake of peace, will give up one-half of the plunder! We can never consent to such a record. If these counties have the slightest claim in justice to ask for the passage of this bill, giving them one-half of the levy, they have an unquestioned right to demand at our hands the whole of it, and it is the grossest outrage to refuse the demand.

The passage of this bill would, in the opinion of your committee, be to strike a death-blow at the very vitals of the whole theory of common schools. For, let it once be admitted that it is unjust to expend any part of the school tax outside of the *county* in which it is collected, and the same claim, and with equal force, will be urged in favor of the *townships*. Nor would it stop long here, for

the same principle must apply to the *sub-districts* as well. If it is wrong to tax the property of a county for the education of any one outside of the county, it is no less wrong to tax the property of the township, the city, the town, or the sub-district for a like purpose. And by logical necessity we are brought to the last link in the chain of argument, which is, that the *individual* can only be taxed for the education of his own children. When that point is reached all taxation must cease, of course, and we are brought back to what some esteem the "good old plan" of letting the rich educate their children in the private school, the academy, and the College, and the poor go uneducated. While we do not believe that such is the design of the friends of this bill, yet we would be unfaithful to our clearest convictions if we did not declare, that, in our deliberate opinion, such would be the final result of the change proposed in the central, and as we conceive the vital principle of the common school system.

Your committee therefore recommend the indefinite postponement of the bill.

J. A. PLANTS,  
WM. B. COX,  
D. REES,  
DENISON STEELE,  
M. STIERS.

The undersigned agree with the majority in recommending the indefinite postponement of the bill, but dissent from the argument of the report in favor of the mode of levying and distributing the State school fund.

JOSEPH F. WRIGHT,  
JOSEPH JONAS.

---

A FEW years ago, when it was the custom for large girls and larger boys to attend district schools, and when flagellations were more common in schools than at the present time, an incident took place in a neighboring town which is worth recording. One of the largest, fairest, plumpest girls of the school, happened to violate one of the teacher's rules. The master—a prompt, energetic fellow of twenty-five—summoned her into the middle of the floor. After interrogating the girl a few moments, the master took a ruler and commanded her to hold out her hand. She hesitated, when the master thundered out:

"Will you give me your hand?"

"Yes, sir, and my heart too?" promptly replied the girl, at the same time stretching forth her hand to the master and eyeing him with a cunning look.

A death-like silence reigned for a moment in the school room; a tear was seen to glisten in the teacher's eye; the blushing girl was requested to take her seat. In three weeks the teacher and girl were married.

## Editorial Department.

---

### THE SCHOOL LAW.

In 1853 the Legislature of Ohio passed the most liberal, and, in many respects, the best school law yet in operation in the Union. The wisdom and liberality of its provisions were unhesitatingly acknowledged by the leading friends of education throughout the country. Other States, either establishing or revising their school laws, have offered their testimony to its general character, by copying some of its valuable provisions.

It would have been strange, however, if imperfections had not developed themselves in its application, and stranger still if the opposition to its original passage had not endeavored to gather strength by them. Moreover its unpopularity, in some portions of the State, for the first two or three years, resulting from inefficient officers, inexperience in its practical workings, and in many cases ignorance of its requirements, together with the natural friction of newness, added for a while to its unwelcome reception. All this has been successfully resisted, until now, seven years after its passage, it has grown into such popular favor and consequent usefulness, that it cannot be attacked, in its more vital principles, in safety to him who values the favor of the State.

Immediately after its passage, cities and towns, not having already organized school systems under special acts, established Union Schools and Superintendencies. In these the law bore its first fruits. Then followed the effective execution of the most of its provisions, in districts and subdistricts. Cities, having established their schools under special acts, finally repudiated them, and accepted the more efficient general law. Thus it has grown into the hearts of the people, and become, in its perfection, the pride of the State.

The Library clause, however, had a severer struggle for popular favor. Its entire newness, the very slow accumulation of books in the rural districts, consequent upon a mistaken construction of the law, by which it was attempted to establish libraries in *sub-districts* instead of townships only, &c., &c.; rendered it of so little force, that when the legislature of 1856 convened, under the usual call for retrenchment, it was easily suspended. Of course its popularity did not increase while it was inoperative. In 1858 that honorable body wisely refused its further suspension, preferring that it should have a fair trial and live or die upon its own merits—that while a law, it should be operative. Again, now, in 1860, the legislature has come up from the midst of its people, with pledges for retrenchment. The demand for “Retrenchment” sounds in their ears from every corner of the State, until the tympanums of the guardians of its interests are sore at the continual beatings against them. Retrenchment is determined upon. The party opposed to the liberal system of schools, which has made our State so renowned, turns the fears of even its friends, to act against some of its most valuable provisions, to aid in crippling one of its most powerful agencies.

What better thing to commence upon? It will interfere with no political interest. The State calls for retrenchment, and the children and youth, the poor children, who are just beginning to appreciate the library system, shall give up their pittance of 10 cents on the \$1000 to meet this demand. The Library law shall be *suspended*. The people will not allow its repeal; it shall be suspended. Two years hence it *may* be more popular! Money *may* be more plenty! The State *may* feel more liberal! The people *may* not *then* be sounding the cry of "Retrenchment!" Did the people of Ohio ever elect a new legislature without demands for retrenchment? Should any people ever legislate without a care for expenditures? Did any legislative body ever engage in financial operations without leaving leaks for wasteful extravagance which needed after care? Does any intelligent community ever ask for other retrenchment than to stop these leaks? Retrenchment and economy are not synonymous. Under the pretense of the latter, the former, as a threatening rod, has been held over the heads of honest, disinterested friends of the State, by designing politicians, ever since 1802. The people ask for economy, not retrenchment to their detriment, to the detracton of an iota of their dignity, nor to the laying of a finger's weight upon the necessary expense of valuable and wholesome institutions, strictly within the province of the general government.

The taxes are burdensome, and should be reduced by the discontinuance of waste and extravagance in the working machinery of the government, and not by the removal of that most powerful agent, which finishes the work begun in the school room, and liberalizes and refines the views of the man. The people of Ohio never complain of school taxes. On the contrary, they voluntarily add to their already heavy burdens, taxed to the full extent that the law allows, for the further prosecution of their schools, after the liberal general provisions of the State have been expended. We cannot believe that the intelligence of such a people demand retrenchment at the expense of the Library law.

Let the friends of popular education look to this. Let that party, which has ever claimed the character of popular educationists, not allow another act to add to its record against its professions. Let them examine well the end to which this invasion of our noble school system tends. May all who are conscientiously and impartially examining this subject, see the effort made to cripple the school system, and remove a great lever to its ultimate success, and determine to allow its disturbance only to correct its faults and perpetuate its usefulness.

---

TO CONTRIBUTORS.—We want *short, spirited, pointed* articles; articles from the city, from the village, and from the rural districts. We do not expect the elegance of diction and finished rhetoric of Irving, Everett, Holmes, Macaulay, &c., but practical ideas, expressed in good English.

We receive all kinds of articles, long and short, from persons of every degree of ability, both in style and depth of thought. We expect to publish enough of each to fairly represent its class of writers, and to pay for such of the accepted articles as is necessary to secure good contributions.

We invite teachers and friends of education, and we consider all *literati* friends of education, to write for us, upon topics appropriate to the *school room*

and *home* instruction—either in the rudiments of teaching, or the more liberal duties of *educating the man* in the broadest sense of the term. In short we want to have the teachers of Ohio represented in the *Monthly*, from the humblest "school marm" to the most exalted city superintendent; from the plainest spoken, honest thinker of the log school house, to the most refined writer of the greatest literary center of Ohio.

---

We propose to give our subscribers about *seven* steel plate engravings during the year; we have already given them two, and have therefore published none in this number. We expect to present in our next, the portrait of Hon. Harvey Rice, the father of the present school law.

---

We have several books on hand which shall receive due attention in the April number. Our Book Notices and Official Department are unavoidably crowded out from this number.

---

ONE of the editors of the *Monthly*—Mr. S.—owing to the pressure of official duties, has been able to give no attention to the Editorial Department of the present number.

---

## Monthly News.

---

THE repeal of the Library tax is still under consideration in the House. It has been engrossed by a vote which will not be sufficient to pass it. Some of the friends of the library yet hope that it will be lost on a final vote.

The committee on Schools reported adverse to Mr. McSchooler's bill to allow one-half the school monies collected in each county to be retained there, and the other half to be distributed as at present, and recommended its indefinite postponement. We publish the report on the 88th page of this number.

A bill has passed both houses authorizing Boards of Education, under certain circumstances, to condemn sites for school houses.

A bill has been introduced in the Senate to require parents to pay \$1.50 per week as board for boys sent to the Reform School.

Mr. Potwin has introduced a bill to provide industrial schools for pauper children. Referred to Committee on Reform Schools.

Mr. Fisher has again raised the question of the necessity for erecting a new building for the deaf and dumb, at a cost not exceeding \$75,000. Referred to a Select Committee of three.

Mr. Garfield has introduced a bill making the time for which certificates, issued under the Akron law, shall be valid, from one to three years. Passed the Senate.

Mr. Rukenbrod has introduced a bill requiring the courts to send boys, under



14 years of age, convicted of any crime, except murder in the first degree, to the Reform School instead of the Penitentiary. It was referred to the Judiciary committee and reported back, the committee recommending indefinite postponement, on the ground that it was now optionary with the courts to send them to the Penitentiary or Reform Farm. Mr. Rukenbrod made an able defense of the bill, insisting that no boy under 14 years of age should be sent to the Penitentiary for any offense except murder in the first degree, and showing that the courts more frequently send boys of this tender age to the Penitentiary than to the Reform School. It was referred to its author for certain revisions.

Mr. Hutchinson, in the House, has introduced a bill to reduce the local tax, now allowed to be levied by the general law, from 2 to  $1\frac{1}{2}$  mills. Referred to a Select Committee.

Mr. Wescott has introduced a bill to provide for a better sub-districting of the State, and to compel Township Boards of Education, establishing High Schools, to consult the convenience of the pupils who will attend. Referred to School Committee.

Mr. Wright, of the House, has introduced a bill to provide for the distribution of school funds in the counties where levied. Referred to a Select Com. of one.

Mr. Parr, of the House, has introduced a bill to provide for the election of School Examiners for townships, and to limit the validity of certificates to one year. Referred to a Select Committee of five.

PORTSMOUTH.—Mr. White's late report of the daily attendance in the Public Schools of Portsmouth, shows that there have been 1091 scholars enrolled, and that the average attendance has been 89.3 per cent. Comparing this attendance with that of former years, he says:

During the months of November and December, the attendance was greatly affected by the prevalence of Scarlet Fever. Over 20 per cent. of the scholars were absent for several days, or were entirely withdrawn. Still the average attendance for the term, compares favorably with that of 1857 and 1858. The per cent. of attendance for the corresponding term of 1857 was 83.2; in 1858 it was 89.4.

MR. MAURICE CONVERSE, teacher of a district school situated on the line of East Cleveland and Euclid, had a fine school exhibition on the evening of the 17th ult. The *Herald* says "that such a programme would give credit to an academy of high standing." Why not? Cannot district schools even rival many of our more prominent self-named academies?

SPRINGFIELD.—The question of Superintendent or no Superintendent, and High School or no High School, which has so long disturbed the successful operation of the schools of Springfield, is to be the issue at the next election of new members of the School Board. We sincerely hope that the question will be brought fairly before the people, and finally settled by the election of Mr. Chandler Robbins, former Superintendent. He is the candidate in favor of the High School and Superintendency.

## NOTES AND QUERIES.

ERRA. Whence this word? Webster says, "its origin is not obvious."

DELTA.

The only account of the origin of this word, with which we have ever met, is the following, which we noted some years since from an historical work translated from the German: "The Spaniards, wishing to give Octavianus some testimony of their satisfaction, on being comprehended in his province, began a new era with this event. It is to this circumstance that the word *æra* owes its origin. It is not a classical word, but was first used by the Spaniards; and is merely the initials of 'Anno Erat Regnante Augusto.'" In conformity with the principles of English orthography, the improper diphthong, with which the word was formerly spelt, is now rejected by the best practice, and the simple vowel substituted in its place.

Whence the common expression, "To take French leave?"

E.

To what passage in Scripture does Cowper allude in the second of the two following lines, which are introductory to a beautiful passage in his poem on "Charity?"

"Oh, could their ancient Incus rise again,  
How would they take up Israel's taunting strain!"

H.

I reply to the query given some time ago in the *Journal of Education*—"Who is the author of the phrase, 'Variety is the spice of life?'"—in the true Yankee manner, by asking another—Can it be found previous to the writings of Cowper, where it occurs in this form:

"Variety's the very spice of life,  
That gives it all its flavor."

According to Worcester's Quarto Dictionary?

BOSTON.

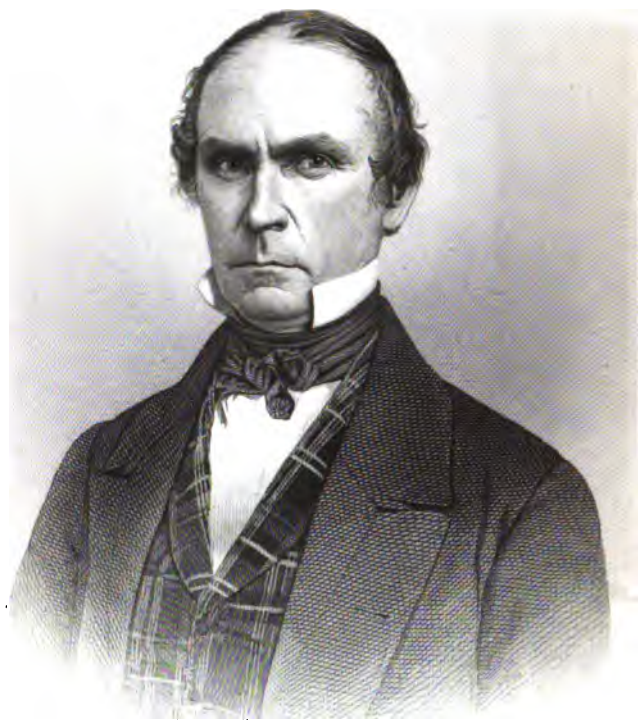
---

ERRATA.—In the January number: Page 6, 11th line from the bottom, "when" should be "where." Page 12, 17th line from the bottom, "transposed" should be "transfused." Same page, 14th line from bottom, "operations of *mature* facts," &c., should be "operations of *Nature*," &c. Page 13, 3d line from top, before "such" put "as." Page 36, 19th line from bottom, "casual agency" should be "causal agency." On same page, 3d line from bottom, "through investigation" should be "thorough," &c. Page 40, 7th line from bottom, make "is disclosed" "are," &c. Page 41, 8th line from bottom, "its own conscious nature" should be "his," &c. The heads, also, in the February number should be altered as follows: Pages 35 and 36, heads "2" and "3," should be "(2)" and "(3)." Page 37, "Secondly" should be 2dly.; and page 38, "Thirdly" should be "3dly." Page 40, head "I" should be "II." Pages 40 and 41, "First," "Secondly," "Thirdly," should be "1st," "2dly," "3dly." With these mistakes of the printer corrected, the analysis of the article will be clear to the reader.

---

ADVERTISERS.—We refer our readers to a special notice of our advertisers, found on the 2d page of cover; also to inducements offered for clubs of from 6 to 100 subscribers.





*Yours truly,  
Harvey Rice.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

---

APRIL, 1860.

---

---

Old Series, Vol. 9, No. 4.

New Series, Vol. 1, No. 4.

---

---

HON. HARVEY RICE.

Mr. Rice is a native of Massachusetts. He was born June 11th, 1800. In 1824 he graduated from Williams College; and the same year removed to Cleveland. He came to Ohio a stranger, and without influential friends here or elsewhere to aid his efforts for advancement. When he landed at Cleveland—then “a village six miles from Newburgh, where steamboats took on wood”—he owned nothing but the clothes he wore, and three dollars in his pocket.

Making no disclosure as to the low state of his treasury and the rather dull prospect for an immediate replenishing of the same, he took lodgings at the best public house the town afforded, at the rate of two dollars and a half per week. At the expiration of one week he paid his board bill and removed to a private boarding house, with but fifty cents left, and commenced teaching a classical school in the old academy on St. Clare street. About the same time he commenced the study of the law under the direction of Reuben Wood, then a prominent member of the Cleveland bar, and at the expiration of two years was admitted to practice, and entered into copartnership with his former instructor, which continued until Mr. Wood was elected to the bench.

In 1829 he was elected Justice of the Peace, and in 1830 elected to represent his district in the State Legislature. Soon

after, without solicitation on his part, he was appointed an agent for the sale of the Western Reserve school lands, a tract of fifty-six thousand acres, situated in the Virginia Military District. He opened a land office at Millersburgh in Holmes county, for the sales, and in the course of three years sold all the lands, and paid the avails, nearly one hundred and fifty thousand dollars, into the State treasury, as a school fund for the exclusive benefit of educating the children of the Western Reserve, the interest of which is now annually paid by the State for that purpose.

In 1833 Mr. Rice returned to Cleveland, and was appointed Clerk of the Common Pleas and Supreme Court, and in 1834 and in 1836 was nominated by the Democratic Convention as a candidate for Congress, and received the united support of the party, though without expectation of success, as the Democrats were largely in the minority. He was the first Democrat ever sent to the Legislature from Cuyahoga county, and, while serving in that body, was considered one of its ablest and most influential members. He was appointed by the House one of the select committee for revising the statutes of the State, and while in that capacity, introduced and advocated with acknowledged ability many new provisions, which still retain their place upon our statute book.

The natural abilities of Mr. Rice are of a very high order. His mind is thoroughly disciplined and cultivated, and for the comparatively short time he practiced at the bar, he obtained an enviable reputation for legal ability, sound, practical, discriminating judgment, and gentlemanly deportment.

He is well known as an able contributor to many of the best periodicals of the day, and is a graceful, accomplished, and exceedingly vigorous and beautiful writer. His imagination is rich and glowing, and his mind well stored by a long and judicious course of mental training. We have seen some articles of Mr. Rice's which compare favorably with those of the best writers of the day.

The following, which we find in the "*Nineteenth Century*," we take the liberty of publishing here, and look upon it as an exceedingly meritorious and beautiful poem :—

#### THE MORAL HERO.

With heart that trusteth still,  
Set high your mark ;  
And though with human ill  
The warfare may be dark,  
Resolve to conquer, and you will !



Resolve, then onward press,  
 Fearless and true;  
 Believe it—Heaven will bless  
 The brave—and still renew  
 Your faith and hope, e'en in distress.

Press on, nor stay to ask  
 For friendship's aid;  
 Deign not to wear the mask  
 Nor wield a coward's blade,  
 But still persist, though hard the task.

Rest not—inglorious rest  
 Unnerves the man;  
 Struggle—'tis God's behest!  
 Fill up life's little span  
 With God-like deeds—it is the test—

Test of the high-born soul,  
 And lofty aim;  
 The test in History's scroll  
 Of every honor'd name—  
 None but the brave shall win the goal!

Go act the hero's part,  
 And in the strife,  
 Strike with the hero's heart  
 For liberty and life—  
 Ay, strike for Truth; preserve her chart!

Her chart unstain'd preserve;  
 'Twill guide you right.  
 Press on, and never swerve,  
 But keep your armor bright,  
 And struggle still with firmer nerve.

What though the tempest rage,  
 Buffet the sea!  
 Where duty calls, engage:  
 And ever strive to be  
 The moral hero of the Age!

In the fall of 1851, Mr. Rice was put in nomination for the State Senate, and was elected by a majority exceeding seven hundred votes.

The General Assembly to which he was now returned, was the first that convened under the new Constitution. Upon this body devolved the responsibility of reconstructing the statutes of the State, and adapting them to the requisition of the Constitution, so as to secure to the people the practical benefits of the great reforms which had been achieved by its adoption. Mr. Rice contributed quite as much as any other member to the important legislation of the two sessions held by that General Assembly. It was said of him that he *was always at his post*. The degree of

influence which he exercised as a legislator, was such as few have the good fortune to wield.

Among the variety of measures which engaged his attention, he took a prominent part in procuring the passage of the act which authorized the establishment of two additional lunatic asylums in the State.

His course in relation to the subject of common schools attracted public attention throughout the State, and called forth from the press commendations of a very complimentary character. The correspondent of a paper published at Newark, writing from Columbus, remarks as follows:—

"Senator Rice, of Cuyahoga, has in charge a bill for the reorganization of schools and providing for their supervision.

"No better man than Mr. Rice could have been selected for this work. He is a model man and a model senator. Clear headed, sound minded, carefully and fully educated, with a pains-taking disposition, he is the ablest chairman of the standing committee on Schools that any Ohio Legislature ever had. Deeply impressed with the great importance of the subject—of the stern necessity which exists for basing our whole republican form of government on the intelligence of the people, he has carefully provided a bill, which, if enacted into a law, will give a good *common* school education to every child in the State, and in so doing, has been equally careful that the money raised for that purpose be not squandered. The bill provides for a State Commissioner of Common Schools, and it has been mentioned to me as a matter of deep regret, that the Constitution excludes Mr. Rice from being a candidate for that office—no member of the Legislature being eligible to an office created while he was a member, until one year after the expiration of his term of office."

On the question of the final passage of the bill, Mr. Rice addressed the Senate in a concluding speech, which was published, and very generally noticed by the press. Among these notices a leading paper published at Cleveland, with a magnanimity rarely possessed by a political opponent, makes the following comments:

"Mr. Rice made the closing speech on the School Bill, in the Senate, on the 24th. It was his own. He had labored over it, and for it, a long time, and given to it every consideration, and gained for it every counsel, which, by any possibility, he could gain.

"The text of his speech was the language of the Constitution itself; the duty of securing 'a thorough and efficient system of common schools throughout the State.'

"The present system was adopted in 1838. Since, nearly thirty enactments have been passed on the subject, often without reference to what had been done, sometimes in seeming contradiction to existing law. The present system, great as is the good it has achieved, had neither congruity nor intelligibility to recommend it.

"Mr. Rice felt, as the public felt, that the old garment had worn out. A new one was needed, fit for the State to wear, and becoming its character. Not a garment of patchwork, but strong, harmonious, durable; so that, cost what it might, 'the means of education should be made free as the air and the sunlight.'

"But the cost after all will not be large. In 1838 Ohio had less than a mil-

lion of souls; in 1852, two millions. In 1838, the taxable property of the State was valued at one hundred and seven millions; in 1852, at seven hundred millions. Our *ability* to do what is needed to be done in behalf of free schools, is clear. Nobody can doubt that.

"The difference in the number of youth to be educated is great. The number between four and twenty-one in 1852 exceeded eight hundred and thirty-five thousand. The Constitution declares what we should do for them. The duty of the State makes right action imperative. 'Shall Ohio, the second State in the Union, in point of wealth and natural resources, occupy a position less honorable or less praiseworthy than her sister States, in her efforts to advance the cause of popular education?' We have the ability to be among the foremost; if we fail, lack of will, and that alone, shall cause it.

"What has Ohio done?

"She has a school fund of \$1,745,322, and spends annually \$750,000 for school teachers; yet she has never furnished a school library worthy the name. There are 15,000 teachers in the State; but these live on a mere pittance. True, the State has spent twenty millions in internal improvements, and our people are putting a much larger sum in railroads, so that no charge of illiberality can be brought against her. Still we must be judged by our *ability*, and with two millions of souls, and a taxable property of seven hundred millions, what might we not do for universal education?

"The people judge rightly on this subject. They have taxed themselves to support the union or voluntary system of schools, besides paying the county and State tax. They have in some instances built fine school-houses. And the noble school teachers of the State, so poorly paid, and yet so richly meriting the largest pay, have worked in the most self-sacrificing spirit. Says Mr. Rice:—

"Influenced by a high regard for their profession, and a desire to elevate its character, the school teachers of the State have formed associations, and expended from their earnings liberal sums of money, annually, in sustaining institutes, and a Superintendent to teach the *art of teaching*. These noble efforts on the part of the teachers, I trust, will be duly appreciated and gratefully acknowledged by every true-hearted citizen.

"Cities and towns may tax themselves; schools have been maintained therein *ten* months in the year; in the rural districts only *five*. Mr. Rice would not diminish the facilities of the former; he would only increase those of the latter. Full three quarters of the population of the State are agriculturists, who, as a class possess, perhaps, more of the true elements of manhood, both moral and physical, than any other class. Therefore, says Mr. Rice, the school bill decrees—

"That each township shall be regarded as one district.

"That the educational interest of each township shall be intrusted to a Board of Education.

"That this board shall be composed of certain local directors by rotation.

"Thus the board in rural districts has power to establish graded, central or high schools in such townships, is directed to estimate the amount necessary to sustain these schools; in short, it is authorized to do whatever the educational interest of the township may require. The evils of the old system are avoided in the new. Equality and advancement are the basis of the latter.

"Mr. Rice goes into detail on the school bill, and, regretting that we have not room for the detail, we close our synopsis of his very sensible speech, by quoting its conclusion:—

"It is certainly much cheaper, as well as much wiser, to *educate* than to *punish*. How much of crime would be prevented, if a higher order of education were generally diffused among all classes. A well educated and enlightened people will have little occasion for criminal courts, jails, and penitentiaries. The educated man has ordinarily too much self-respect, too much regard for moral principle, and the value of a good character, to stoop to crime. In short, sir, the perpetuity of the government, and security of the citizen and property, depend upon the virtue and intelligence of the people.

"By the provisions of this bill, it is intended to make our common schools what they ought to be—the colleges of the people—"cheap enough for the poorest, and good enough for the richest." With but a slight increase of taxation, schools of different grades can be established and maintained in every township in the State, and the sons and daughters of our farmers and mechanics have an opportunity of acquiring a finished education, equally with the more favored of the land. And in this way, the elements of mind, now slumbering among the uneducated masses, like the fine unwrought marble in the quarry, will be aroused, and brought out to challenge the admiration of the world.

"It is only the educated man who is competent to interrogate nature, and comprehend her revelations. Though I would not break down the aristocracy of knowledge, of the present age, yet, sir, I would level up, and equalize, and thus create, if I may be allowed the expression, a democracy of knowledge. In this way, and in this way only, can men be made equal in fact—equal in their social and political relations—equal in mental refinement, and in a just appreciation of what constitutes man the brother of his fellow man.

"In conclusion, sir, allow me to express my belief, that the day is not far distant when Ohio, in the noble cause of popular education and of human rights, will "lead the column," and become what she is capable of becoming—a star of the first magnitude—the brightest in the galaxy of our American Union."

"A proud hour now came for Mr. Rice! A good and a glorious one for the State! The roll of the Senate was called, and that body, on the 19th day of January, 1853, proceeded to cast its final vote upon the bill, when only two negatives were announced."

Another bill of scarcely less importance than the school bill was introduced into the Senate by Mr. Rice, near the heel of the adjourned session, which with him was a favorite measure, and which seemed to meet with the hearty approbation of the public. It had for its object the establishment of a "State Reform School," expressly designed for juvenile offenders.

But owing to the late day of the session in which the bill was introduced, though very favorably received by the Senate, a motion was made to postpone it until the next session. In reference to this motion, without attempting to make a formal speech, Mr. Rice explained briefly the object contemplated by the bill. His remarks, relating as they did to a subject of public interest, were reported and published.

The eminent services which he has rendered the State in the promotion of her educational interests will be long and gratefully remembered by those of his fellow-citizens who properly appreciate the true objects of life, and who wish to secure to themselves, to their children, and to the generations which will follow them, the social blessings which flow from a high degree of refinement, intelligence and moral virtue.

Mr. Rice is in his 60th year; though his appearance is that of a well preserved gentleman of some 52 years. He is six feet in height, erect and of good proportions. He has as fine an eye as

we have ever seen; and his general personal appearance is pleasing. In manner he is a true gentleman,—modest and kind, but prompt and decided.

---

## CORPORAL PUNISHMENT.

BY M. D. LEGGETT.

Perhaps an apology is due for crowding into the columns of an educational journal, matter upon a subject so hackneyed; and were it not for the fact that there has been so much mere twaddle palmed off upon our young teachers and over-indulgent parents upon this subject, further discussion would be uncalled for.

The advocates for the use of the “rod” in school and family governments, have, in general, been silent; while the friends of exclusive “moral suasion,” have done most of the talking and nearly all of the writing. The consequence is that many young teachers, and very many parents, have concluded that the weight of authority was against the use of the rod in the management of children. This is a very great mistake. Among the prominent educationists, there is not one in fifty who discards the use of the rod in either school or family government,—and a very large proportion of the few who advocate the exclusive use of “moral suasion,” are not parents, and have but an indirect connection with school government. In general they are mere theorizers, having but very little or no experience in the practical application of their own theories.

We have yet to learn of the first public school, or system of public schools, that has been successfully managed, for any considerable length of time, without the actual use of corporal punishment, or a distinct understanding that it would be used, if necessary to secure good order. We do not mean to say there are no such schools, but simply that we know of none. We have known teachers to secure what *they* called good government, by means which *they* named “moral suasion.” But in fact, there was neither “good government” nor “moral suasion.” By a system of preaching, and persuading, and pleading, and begging, and coaxing, and hiring, they would secure what a casual observer

might denominate good order; but in securing it, the children are having developed contentious, exacting, impudent and refractory dispositions, that make of them disagreeable children and troublesome citizens.

Some children are, by nature, so mild, and gentle, and submissive, in their dispositions, as to require no force or severity in their control; but such children are the exceptions, and perhaps it is well they are. For while they may be innocent and harmless, and possess a large degree of negative goodness, yet they seldom, if ever, have those forcible and positive traits of character so essential in the making of valuable citizens. When, either at home or at school, we exclusively rely upon the same mild and gentle means in the government of children of strong and positive dispositions and turbulent passions, our government is a failure, and the result is "Young America," the shame of our educational systems, and the disgrace of our land and age.

When a child's kind and gentle and loving feelings predominate, he may be influenced, and generally controlled by love; but when under the influence of selfishness, hate, revenge, and numerous other evil passions to which human nature is subject, love, unaided, is not sufficient to control his actions and secure obedience. It is just then that the best of "moral suasion" needs to be well seasoned with the "rod." We very much doubt whether either love or the rod *alone* is capable of securing *obedience*. A child may *mind* because he *loves* his parent or teacher; he may *mind* because he *fears* them; but he *obeys* when under the influence of both love and fear. The Creator of the Universe, in the infinite wisdom of his governmental policy, has seen fit to appeal to both love and fear in the government of his creatures. He brings to bear the most loving and persuasive influences to induce obedience, and threatens the most terrible and awful punishments against disobedience. When the creature becomes wiser than the Creator, then we may talk about the government of children without resort to the rod.

We will now notice a few of the more prominent objections to the use of corporal punishment.

1. It is often said that so few teachers are capable of using the rod with discretion, that they ought not to be permitted to use it at all. This objection involves one of the greatest errors extant

upon the subject of school government. The truth is, that a hundred fold more discretion is necessary to govern by moral suasion than by the rod. Moral suasion in the hands of an indiscreet or ill-tempered teacher, is a thousand-fold more potent for evil than corporal punishment. To deal with the sympathies, the affections, the moral principles of children, in such manner as properly to control their actions, and not breed corruption at the very fountain head, by making them selfish, contentious, and by begetting false notions of their positions and responsibilities, requires far more maturity, self-control, and sound judgment, than to govern by use of the rod. If childish and indiscreet persons must be employed as school teachers, corporal punishment better becomes them than any other means of securing order, for less judgment and good sense is required in its use. But such teachers should never be employed at all. The real objection is to the teacher, and not to the kind of punishment.

2. Another objection is, that other punishments can always be resorted to, which are less objectionable and more efficacious,—such as depriving children of privileges, wounding their pride, administering sharp reproofs by word of mouth, &c., &c. There are, certainly, many other modes of punishment entirely proper, and which will, in a large majority of cases, prove sufficient and best; but there is a point beyond which these lighter punishments cannot be carried, with due regard to the interests of the child; and that point is not so remote as many theorists would have us believe. It is often said that the rod should be appealed to only as the last resort. We admit it,—but the “last resort” should often come much sooner than it does. Many years of experience and observation have convinced us that there is nothing more poisonous and ruinous to a child’s disposition and character, than to subject it to a long continued succession of petty punishments for petty offences. Nothing will sooner sour a child’s disposition, and nothing will more effectually estrange its feelings from a teacher or parent, than oft repeated reproofs and constant fault-finding. There are ten children made heedless and heartless by too much talking, where one is thus injured by too much whipping. Children’s souls are more often talked out of them than whipped out. Whenever a child manifests a settled determination to disobey, or a fixed habit of disobedience, and fails immedi-

ately to yield to the effect of mild remedies, every consideration of that child's good demands that it be made at once to *feel* that "the way of the transgressor is hard," and that the rules of the school or the family must and shall be obeyed.

3. It is often said that if corporal punishment must be used, the parents are the only proper persons to use it, and that teachers should always refer children to their parents for that kind of punishment. Children who are properly governed at home, seldom need any severe punishment at school; and those who have not such home-government, would not be properly punished if sent home by teachers. But admitting that parents would, under such circumstances, properly correct their children, even then, children should very seldom, if ever, be referred to their parents for offences committed in school. The office of "informer" is disreputable in the eyes of all children, and of most adults,—and when a teacher stoops to assume that office between child and parent, he will lose the respect and esteem of both much sooner than by a proper application of the rod himself. The teacher that fails to assume and exert all the power and authority necessary to enforce his own rules, will never be highly respected or esteemed by either parents or children, and will most certainly never make a successful teacher. The teacher, for the time being, is in the place of the parent, and so far as the temporary government and control is concerned, has morally and legally all the authority of the parent, and is morally responsible to community and the future of the child, for the proper exercise of that authority.

4. Some claim that it is better to expel a child from school than to use corporal punishment. With just as much propriety we might expel from school a pupil who might require any other kind of punishment. The public schools were not established for merely the good children. The strongest argument used in favor of public free schools, has been that it was better policy for society to educate bad children than to provide for and punish them when they become adults; but if they are to be expelled from school simply because it requires severe measures to control them while there, then our free school system is a great failure. Obedience to law is required of all, both young and old, and the sooner refractory children learn that obedience, the better for them and for community. If no punishment, however severe, will so re-



strain a pupil as to prevent his influence from injuring others more than he is benefited, then he should be expelled,—but never because severity is necessary in his control.

It is not our intention to advocate frequent resort to the rod, or any other kind of punishment, in the management of children. The school or the family that is *well* governed requires but little punishment. It is the *certainty* and *completeness* of punishment that obviate the necessity of frequent resort to it. When children fully understand that *perfect order* and *perfect obedience*, must and will be had at all hazards, they will readily and willingly yield to the necessities of the case. Parents and teachers should make as few positive requirements as they possibly can, and maintain good order, but in what they do require, demand and secure implicit and complete obedience.

“Be obeyed when thou commandest, but command not often.”

All promises to children, whether of rewards or punishments, should be kept with all the punctiliousness that characterizes the transactions of a business man with his banker. It requires much more punishment to secure *medium* than *perfect* order. Perfect order is a thing easily comprehended, and there need be no difference of opinion between teacher and pupils as to what constitutes it; but about medium order there will always be misunderstandings, children will never understand just how much liberty they can take, and will constantly be trespassing upon what the teacher regards as forbidden ground, and consequently there will be a constant warfare between teacher and pupil. The tendency of perfect order is to perpetuate itself, while that of medium order is to constantly lower its own standard.

Punishment of any kind, should seldom be inflicted in presence of the school, for the double reason, that the influence upon the rest of the school is generally bad, and the child being punished will more readily and more completely submit to the authority of the teacher while alone.

The usual mode of inflicting corporal punishment, that is, by striking several blows in rapid succession, is all wrong,—for it admits of improper excitement upon the part of teachers, and arouses all the angry feelings of the child. But a single blow should be struck at a time, and ample opportunity should be given between the blows for reflection upon the part of the child, and

kind counsel from the teacher. If teachers will always take this precaution, they will seldom find necessity for very severe punishment, and never be charged with anger and rashness.

No child should be permitted to pass from correction until he is completely subdued, and manifests a kind and gentle temper. To secure this state of mind the teacher must exhibit no feeling but that of kindness and love. The teacher that cannot correct a child with all the severity necessary to secure obedience and at the same time show the child that he takes no pleasure in causing pain, but does it alone for the good of the child, is unfit to have charge of children, and should never seek the vocation of teacher.

---

## PAPERS FOR YOUNG SCHOOLMISTRESSES.

BY OLIVIA ODELOT.

No. II.

### A PEEP AT THE REALITY.

"Amid our joys and sorrows real,  
We all are happier for a pleasant dream."

Whether it be of our waking or our sleeping hours, many an oasis in the desert of life may be traced to such an origin as this; but your bright anticipations, as you looked at teaching in prospective, are now things of the past, for you have commenced your first school. You are now beholding the reality of what you have often pictured—yourself seated in a school-room, surrounded by the young, no longer mates, but pupils; teaching is no more an undefined, ideal event of the future—it is becoming a serious, every day matter of fact.

Here imagination calls me away to look at your school-room—the place which is to be the theater of so many momentous acts—the central point around which such various interests cluster. Perhaps you made your debut in yonder little white building, that, as far as the eye could see, any one would know was a school house, because of the two, three, possibly four, side windows "all in a row," and a little one over the door; the unclosed yard, whereon "sunshine *hath* leave to dwell," without the kindrance of a sheltering tree or shrub; the ground trodden bare of

grass by the little feet of more than one generation; the long, generous piles of unsawed wood in the back yard, which any thrifty farmer would have put under cover, if it was his own—by these unmistakable signs, the veriest stranger would know it could be none other than a school-house.

I scarcely need an introduction to your little sanctum within—memory brings to me a picture, very precious indeed, which I dare say is a faithful copy of yours. White walls, bare save when covered with evergreens the children's hands have gathered from the forests near; windows, through which the sun would have full leave to enter, were it not for the folds of newspaper placed before them; unpainted seats and desks, some sadly marred by the pencil, knife or ink of the occupant; the rude floor, once rough, but now worn smooth by the sand which so often falls upon it; the black-board—but why am I describing that with which you are so familiar? If such be the field in which you first attempted to sow the good seeds of truth, be encouraged—from beginnings no more inviting have arisen men like a Webster, to prove conclusively to the world that there is no difficulty “arising from outward circumstances that cannot be overcome by ‘him who wills.’”

Perhaps, however, you aspired to inaugurate your labors in some quiet village, where the houses were all painted white, with green blinds, and the school-house was made to correspond: you had more of the elegancies of life for your surroundings, though it is doubtful if the class of pupils brought under your care were really any better. Or in some city, where art, taste and wealth combined to make the halls of learning pleasant, that none might be offended at the rude appearance of wisdom; ah me! that so many should seek her *only* because of her beautiful surroundings.

However, it is not to be denied that it is much pleasanter teaching and being taught in a large, airy, comfortable, even beautiful room, than it is in another; such an influence do these things, which affect the senses really have upon the spiritual and intellectual part of our natures. While I do not quite hold the opinion that the principle of beauty is a sufficient moral force, still it does seem that it has a most important effect upon nearly every person; those most refined in feeling and action have been brought up under the influence of a tasteful lovely home; while

the coarseness of their opposites in character may be traced back to early associations very different. With all our boasted republicanism, we must acknowledge that there are nobility and commons everywhere, by no means, however, dependent upon the ordinary standard—wealth or power—by which they are judged; but upon that true aristocracy which can claim nature and not men for its author. Therefore it is to be hoped that you have the most attractive place for a school that can be imagined. You have not such a room?—then make it as pleasant as you can. *Neatness* does much toward rendering any place attractive, though it be but humble, and who cannot be neat, if there is only the disposition. Do you say your scholars will not appreciate their duty in this respect? *Example* goes very far in this, as in every other matter; if you are always careful on a rainy day, not to carry into the room anything that may soil the floor; if your own desk is never left out of order, or is never found covered with ink-stains; if you are always tidy in your dress and appearance, the scholar is usually quick to “do likewise,” especially if he thinks from your remarks that you really consider it an important matter.

Does your room look cheerless or dull? Every school in these days should have a few good maps, at least where there are those old enough to study geography, and a few pictures, some of your own early efforts in map-drawing or pencilling, interspersed with these, can hardly fail to make a room cheerful and homelike. The season of flowers is now coming,

“The pleasantest time of the year,”

and teachers especially may hail it with gladness. Children naturally love the bright and beautiful, and with very little encouragement, will bring into school many of the loveliest, even the rarest of Flora’s gifts. If you can form a regular class in Botany, you are favored; but it is not necessary that the technicalities of a science be taught in order to awaken interest in the inquiring, childish mind; many a wonder does it cherish as to the cause of all this beauty it sees—

“What art can make bright flowers and shining leaves,  
Rise from the dark, dead soil and forest mould—”

it can be your delightful task to unfold these mysteries, and draw from them useful, lasting lessons.

I must confess to having wandered far, in these stray thoughts, from my original plan, which was to urge the importance of *beginning a school well*.

First impressions are often the strongest that can be made; more to the real advantage or injury of a person than anything in the future can be.

In how many families, as the parents and children meet around the dinner table, will the questions be asked, "How do you like the new teacher?" "What kind of a beginning is she making?" Though the propriety or justness of discussing with children their first, imperfect ideas of a teacher may well be doubted, still we should make it our aim to avoid giving them good ground for harsh criticism.

In a quiet, orderly way, let the work of examining text-books and classifying scholars be done, and, by all means, get each to studying as soon as possible, remembering the old warning,

"Satan finds some mischief still,  
For *idle* hands to do;"

so far as you are concerned give him no excuse for entering your room. Make out an "Order of Exercises," and inform the pupils at once what is to be their work for each hour and day; they will thus feel a greater interest in their studies, and much of the idleness and disorder which so often marks the first day of school, and makes it one to be dreaded by the teacher may be avoided.

Permit one other thought. Meet your scholars with a smile on your countenance and kind words on your lips; you will find time and occasion afterwards for as many frowns and reproving words as you can well afford. Let all receive impressions that you suppose they are trying to do their best, and that you intend to be pleased with them; if the contrary is to be true, it will be time enough to know it when you must. Be yourself the one to form the first link in that golden chain of affection, which it is your earnest desire shall forever bind together the hearts of all your pupils with your own.

---

Asked an examiner the other day,—“What are the political divisions of North America?” Answered the candidate,—“Republicans, democrats and pro-slavery abolitionists.”

## HINTS TO TEACHERS ON READING.

BY M. T. BROWN.

To those teachers who suppose Reading to be a *gift* of Nature, or an accidental acquirement of practice, all statements of the principles upon which the Educationist founds his rules, must seem clearly unnecessary. Such teachers are continually drifting into the region of indifference. They become actually your educational fatalists. They soon come to think and say "*Whatever is to be, will be!*" It is the gift of Nature to read expressly, it comes to the favored few, it is dependant upon no theory, it is the result of no instruction, so I will not interfere with such admirable economy!"

Such persons, holding such unfortunate opinions, only perpetuate the "let alone" systems of instruction. They are servicable and valuable only by way of contrast and illustration. Their light is darkness, the more fatal and sad since they perceive it not!

To these teachers, then, who are unwilling to examine the principles of education, and to apply them practically, in every day instruction, it is unnecessary to urge the importance of a thorough and exact teaching of the elements of expressive speech. To this class we must be allowed to apply their cardinal principle and to let them alone severely!

In a previous article upon Reading,\* the teacher was urged to require the pupil to,

1. Analyze and give expression to the thought.
2. Analyze and give expression to the feeling, sentiment or passion.
3. Give heed to the mechanical execution, pronunciation and enunciation.

As an aid to the first of these requirements, a grammatical analysis of each sentence in the lesson should be required of each pupil. It matters not what system of analysis is followed, so that the pupil is taught to find the thought, which the sentence expresses, and to see the force of the emphatic words. It is usually sufficient that he can readily name the subject, predicate,

and show the force of the modifiers of these principal elements. In an advanced class such an exercise should precede every reading lesson, and the teacher should call attention to the words which add force or expression to the thought.

In a primary class, the teacher must, by a series of questions, illustrate the thought, must, in other words, take the thought out of its verbal husk, so that the little ones shall apprehend it. Remember! no person, child or adult, *can read appropriately what he does not clearly understand*. An analysis of the thought must and does precede every correct utterance, and we find the more condensed the thought the more difficult the expression. So that Shakespeare becomes the most difficult of all reading, so condensed is his verse. Primary reading books should expand the thought, and the teacher must still further illustrate it if the pupil does not apprehend it.

We have no where found a better illustration of a method of questioning a primary class, too young to use the technical terms of grammatical analysis, than is given in a recent volume\* from the pen of Charles Northend, an able educational writer. We quote from an article upon Reading an extract from one of H. W. Beecher's sermons, entitled

#### THE WRECK OF THE ARCTIC.

"It was Autumn. Hundreds had wended their way from pilgrimages; Rome and its treasures of dead art, and its glory of living nature; from the side of the Switzer's mountains, from the capitals of various nations; all of them saying in their hearts, 'We will wait for the September gales to have done with their equinoctial fury, and then we will embark; we will slide across the appeased ocean, and, in the gorgeous month of October, we will greet our longed for native land and our heart-loved homes!'"

The author says, truly, "how much of interest and profit may be obtained, from the above extract, by asking the following and other questions which readily suggest themselves:"

"What do you know of the author of this piece? What was the Arctic? Where was she? Whither was she bound? What is the meaning of "wended?" of "pilgrimage?" Where is Rome? What is meant by "the treasures of dead art?" Where does the Switzer live? What are his mountains called? What is meant by "September gales?" by "equinoctial?" What is meant by

\* The Teachers Assistant. Crosby, Nichols, & Co., Boston.

"we will slide over the ocean?" Meaning of "appeased?" What is meant by the "appeased ocean?" Meaning of "gorgeous?" Why is October called a gorgeous month? Can you give some other sentence containing the word gorgeous?"

A class thus taught to apprehend the thought of the discourse, can hardly fail to begin to give true expression. It must not be forgotten by primary teachers that Reading is at first imitative. In children the perceptive faculties are far more active than the reflective. Hence they need the living object or illustration before them. Their attention tires of abstractions. See how readily they will engage in a talk with you about the butterfly or the bee that has chanced to fly into the room!

In no branch of study will such irremediable mischief be done, to the little ones, as in reading, if the teacher illustrates with a listless, careless, emotionless manner, with poor quality of voice or with dead tones.

Childhood is the era of imitation. So true is this that you will find the prominent peculiarities of the village teacher, lawyer or preacher, reproduced in exact form and feature, by the ambitious declaimer in the Public School.

Let us now consider the second requirement of good reading, namely, "To analyze and give expression to the feeling, sentiment or passion of the discourse."

This is a branch of Reading almost entirely neglected in school instruction. Most teachers seem to have adopted the theory of Talleyrand, that "speech was given us to conceal our thoughts," and most happily do they illustrate the satire of the witty philosopher, by reading emotional or passionate language with a leaden monotony, or a passionless, hum-drum utterance, or a noisy clamor and vociferation, calling to mind Hamlet's satire upon the Actors, who, "Having neither the accents of Christians, nor the gait of Christian, Pagan or man, have so strutted and bellowed that I have thought some of nature's journeymen had made men and not made them well, they imitate humanity so abominably!"

What! (say such teachers) "do you mean to say that the pupil should be taught to study the *emotion* of the piece, as he would study the thought? If a selection, where the emotion is one of grief, to attempt so to feel the sentiment as to express it with proper quality, tone and emphasis? That he should make this study of *emotion* a part of his preparation for his reading lesson?



We mean just this, and moreover believe, that by the laws implanted in our natures, and as universal as are human sympathies, hopes and fears, certain qualities and tones of the human voice are universal modes of expression, and that it is as grave an offence to read without proper emotional expression as to read without comprehending the thought.

Is it not true that certain tones of voice are universally recognized as expressive of certain emotions? If so, is there not essential propriety in teaching the pupil to use these marvellous keys of universal expression?

Take, for example, the truth, stated by Dr. Rush, that certain degrees of *force* and *pitch* are universally associated with certain states of the mind. Now let us recall any examples of true and natural expression, and consider if the method, *our* method, if you please, be not a universal one:

Thus, Hate, Ferocity, Revenge, declare themselves with great force, ever enlarge and swell the throat, and deepen and intensify the quality of voice.

Secrecy muffles the voice against discovery, and uses the whisper, employing little force.

Doubt cunningly employs an undertone, using the half whisper.

Courage uses the orational quality—a bold, open, free, forcible utterance, like the call of a trumpet.

All sentiments unbecoming or disgraceful, smother the voice to its softer degrees, in the desire to conceal their utterance. But it is unnecessary to multiply examples. Can a teacher pretend to teach reading, who gives no heed to this important branch of the subject?

“How does it happen,” said an eminent divine to a popular tragedian, “that I, who deal with the most solemn truths, the soul’s destiny, the hereafter, cannot move the strong hearts of my hearers, while you, who deal in mere pictures, the creations of man’s genius or fancy, ‘can drown the stage in tears?’”

Ah! said the man of the buskin, “I speak of *pictures* as though they were *realities*, while you speak of *realities* as though they were *pictures*!”

In conclusion, need we ask the teacher attentively to consider the question, “How shall I teach Reading?”

## Mathematical Department.

---

### SOLUTIONS OF PROBLEMS PUBLISHED IN THE MARCH NUMBER.

QUESTION No. 1. Solution by James Goldrick.—Since  $\frac{1}{4}$  of the 1st number, plus 4, equals  $\frac{1}{2}$  of the 2nd,  $\frac{1}{4}$  of the 1st, plus 2, equals  $\frac{1}{4}$  of the 2nd. 9-8 of the 1st, plus 6, equals the 2nd, and 1st  $\frac{1}{4}$ , plus, 1st 9-8, plus 6, equals 176, or 17-8 of the 1st equals 170,  $\frac{1}{4}$  of the 1st equals 18, and the whole of the 1st equals 80, but 176, minus 80, equals 96, the 2nd. *Proof*— $\frac{1}{4}$  of 80, plus 4, =  $\frac{1}{2}$  of 96.

QUESTION No. 3. Solution by J. M. Anderson—

$$\text{Given } x - \sqrt{x} = 3 - y.$$

$$y - \sqrt{y} = 4 - x.$$

to find the values of  $x$  and  $y$ .

$$\left\{ \begin{array}{l} \text{Subtract and } \sqrt{x} = 1 + \sqrt{y}. \\ \text{Square and } x = 1 + 2\sqrt{y} + y. \\ \text{Add } -x + 4 = y - \sqrt{y}, \\ \text{and } 2y + \sqrt{y} = 3. \\ \text{Whence } y = 1, \text{ and } x = 4. \end{array} \right.$$

### QUESTIONS FOR SOLUTION.

We have received but one solution to No. 2, and therefore defer any publication until further time is afforded to hear from our friends.

No. 4. By C. H. M.—I wish to buy 60 apples. At Mr. A's stand I purchase 30, at 3 for a cent; = 10 cts.; and at Mr. B's I get 30, at 2 for a cent; = 15 cts. Total cost 25 cts. But supposing Mr. A had the two kinds of apples; one kind 3 for a cent, and another kind 2 for a cent; I could then get 5 apples for 2 cents, and taking the two kinds at the same rate I could get 60 apples for 24 cents. Where is the fallacy in this statement, and how is the difference accounted for.

No. 5. By Delta—James is 4 feet in height and John is 5 feet in height—now the sum of their heights, considered as a number, is equal to their father's age plus 15. What is their father's age?

No. 6. By A. R. F. Given  $x + xy + xy^2 + xy^3 = 15$ .  
 $x^2 + x^2y^2 + x^2y^4 + x^2y^6 = 85$ .  
 to find the values of  $x$  and  $y$ .

Communications for this department should hereafter be sent to W. D. HENKLE, Lebanon, Ohio.

---

☛ The gleeful laugh of happy children is the best home music; and the graceful figures of childhood are the best statuary.

☛ Many institutions are improperly called *semi-naries*, for they do not half teach anything.

## Selections.

---

**A MOTHER'S INFLUENCE.**—How touching the tribute of the Hon. T. H. Benton to his mother's influence :

"My mother asked me never to use tobacco. I have never touched it from that time to the present day; she asked me not to game, and I have never gambled, and I cannot tell who is winning, and who is losing in games that can be played. She admonished me, too, against hard drinking; and whatever endurance I have at present, and whatever usefulness I may attain in life, I have attributed to having complied with her correct wishes. When I was seven years of age, she asked me not to drink, and then I made a resolution of total abstinence, at a time when I was a sole constituted member of my own body, and that I have adhered to it through all time, I owe it to my mother."

---

**EARLY TRAINING (?)**.—Morrissey, the prize-fighter, with several of his companions, left New York by the *Africa* last week, to witness the approaching brutality between Heenan and Sayers. A few minutes before sailing he received telegraphic notification of the death of his mother, but he did not give up his voyage, remarking that he had the consolation to know that the last rites would be properly attended to! Mrs. Joanna Morrissey, mother of the pugilist, was found drowned at Troy, on Tuesday of last week. She was a woman of dissolute habits, and had served several terms in the Penitentiary. What a commentary upon a certain phase of life is here!

---

**A CLEVER DEFINITION.**—The best definition we ever heard of "bearing false witness against your neighbor," was given by a little girl in school. She said "it was when nobody did nothing, and somebody went and told it."

---

### KEEP TO THE RIGHT.

"KEEP to the right," as the law directs,  
For such is the law of the road;  
Keep to the right, whoever expects  
Securely to carry life's load.

Keep to the right with God and the world,  
Nor wander, though folly allures;  
Keep to the right, nor ever be hurled  
From what by the Statute is yours.

## Editorial Department.

---

### THE LIBRARY LAW REPEALED.

Nearly all the readers of the *Monthly* will regret to learn that the Library Law has been repealed. The bill for that purpose passed on the 29th of February. The friends of the departed law have the satisfaction of knowing that the anniversary of its death will occur but once in four years. We happen not to be in a pathetic state of mind, and shall not assume an elegiac tone in performing "these last duties to the deceased." While the law lived, we treated it with all the friendship and kindness which were in our power to exercise. We defended it when the tongue of scandal hinted that it was no better than it should be. And now that it has seen its "last of earth," we are "content."

The Committee made an able report against repeal; and this was followed by an earnest debate, which continued for two days. No question has excited so deep and general an interest during the whole session of the Assembly. The principal advocates for repeal were Messrs. Wright, Jonas and Flagg of Hamilton, Baldwin of Mahoning, Hills of Medina, McSchooler of Pickaway, and Harlan of Greene. The speakers in favor of the continued operation of the law were Messrs. Andrews of Anglaize, Blakeslee of Cuyahoga, Bruff of Mahoning, Fellows of Coshocton, McCune of Huron, Monahan of Athens, Plants of Meigs, Rees of Morrow, and Stout of Monroe. The bill was ordered to be engrossed by a vote of 48 to 45. As 53 votes are requisite to the passage of any bill, all parties concluded that it would be defeated on the final vote. The friends of repeal were free to acknowledge that the bill could not pass; and the opposers were jubilant over their anticipated victory. But the Hamilton County members are shrewd fellows, and when the *Wright* moment came they waved their *Flagg* as a sign for *Jonas* to part company with the whale, where it was by many thought that he was taking his final sleep; every repealer was at his post; the previous question was moved; the "librarians" were caught napping, just fifty-three votes were given, and in ten minutes the work was done. Subsequently another vote was added, giving the bill one more than a constitutional majority. The same day the Senate agreed to the House amendment—*repeal*, instead of *suspension*—and the library law was dead. The bill received nineteen votes in the Senate; one more than the constitutional majority.

It is generally admitted that the bill could not have passed the House, had its opponents known that it would be called up at that time. Several members voted with the majority who have since expressed regret for having so done, as they have become satisfied that their constituents do not approve their course in the matter. But their repentance comes too late.

Our readers will expect from us a statement of the facts and influences which

secured the repeal of the law. Our remarks on this point must be brief, as our space is limited.

1. It was argued with much force that providing libraries for the people, is not a legitimate function of government;—that the State might with equal propriety furnish the people with potatoes, as with books.

2. In some townships the libraries are badly managed, and of little utility.

3. The State is oppressed by the amount of taxes every year levied and collected. It requires almost a million of dollars to pay the annual interest on the State debt, and four hundred thousand to carry on our school system. Retrenchment must be practiced in all possible ways. The eighty thousand expended for books must be cut off, and relief to that extent secured. Many members came to the Assembly pledged to go for retrenching expenses to the utmost practicable limit.

4. The law is oppressive to Hamilton and certain other counties, inasmuch as it takes from them more than it returns—property being the basis of contribution, and population the rule for distribution. This objection was pressed with much ability by Mr. Wright, who made a most thorough and effective speech in favor of the bill. For this reason the ten votes of Hamilton County were given in favor of the bill; and others were influenced by the same reason.

5. Great use was made of the fact that an agent of the *Merriams* spent several weeks here, endeavoring to lobby through a resolution requiring the School Commissioner to put Webster's Unabridged Dictionary into the schools of the State. The publishers claimed that it was their influence that secured the passage of the library law; and that they had a claim in equity to receive some benefit from the fund. The School Commissioner has not thought it his duty to recognise this claim, or to supply the schools with this Dictionary. He heartily approves of the work, but does not think the statute authorizes its purchase for the purpose and to the extent demanded by the publishers. He has sought advice on the subject from many of the prominent Teachers of the State, and their opinions have confirmed him in the justice and propriety of his view of the matter. We have been told that the agent, already mentioned, has threatened to secure the repeal of the library law, and the abolishment of the office of School Commissioner unless the demand of his employers shall be acceded to. All such efforts were adapted to influence some minds, and there can be no doubt that votes for repeal were thus secured. In his speech, Mr. Wright paid his compliments to this effort in the following words:

"I desire to relate an incident, which I presume is only one of the many that might be related to show that the library fund is regarded as a stake worthy of winning, by gentlemen in the publishing trade. A distinguished Ex-Senator, was not long since waited upon by a person directly or indirectly interested in the publication of Webster's Quarto Dictionary, who desired to consult him as he had had great experience as a legislator, in regard to having a bill or joint resolution passed through the General Assembly, authorizing the Commissioner of Common Schools to purchase a sufficient number of volumes of the dictionary just named to supply all the school libraries in the State with a copy. My friend was informed that any reasonable amount of oysters and champagne, those potent auxiliaries to legislation, would be furnished, and that, if the measure was successful, the lobbyist would be handsomely rewarded. The Ex-Senator is not the man for this work. The publishers will never realize from the sale of their

work money enough to induce him to labor for such an iniquity. He hopes to see the General Assembly abolish this fund which invites such corruption.

There may have been other causes in operation, but the five named were the chief ones urged.

Some have been inclined to blame the School Commissioner because he refused to assist in preserving the law; and especially because he urged the amendment to *repeal*, rather than *suspend*. He justifies his course in the matter by these considerations: The library system can not accomplish its purpose while an earnest and persistent opposition is waged against it. It is dependent for its administration on thousands of local officers, and vigorous opposition every winter in the Legislature will make itself so felt throughout the State as to paralyze, to a great extent, all efforts to give the system efficiency. It has seemed to be the determined policy of the opposition to carry on the war till victory should crown their efforts. As worthy as the library law may be of confidence and support, and as warm as may be the friendship for it of four-fifths of the people of the State, it can not make headway against such opposition as has been developed in the Legislature every winter since its enactment. It is for these reasons that the School Commissioner has thought proper to let the matter take its course, without an attempt on his part to influence a single member of the Assembly in the matter.

He admits that he did what he could to secure the passage of the House amendment. His reasons for this were stated in his report of December 30, 1859, page 66. *Repeal* kills and buries the law; *Suspension* kills but leaves it above ground. It is a law of the whole civilized world that the dead be buried. Why keep the lifeless body in sight, to receive indignities from its foes, and to furnish a standing subject for debate every winter in the Legislature?

For many reasons we deeply regret the repeal of the law. We know that in a large majority of the townships the libraries are popular and useful. But suspension would do all the harm that repeal can accomplish; while it would keep the question open for agitation and strife.

Many members of the Legislature made great efforts to save the law; and they were aided by very many of the prominent Teachers of the State; who, by letters to their friends here, and, some of them, by a visit to the Capitol, showed how deep an interest they felt in the matter.

---

STATE CAPITOL.—The Ohio State Capitol is the most substantial as it is the finest looking building of the kind in the United States. It is second only to the National Capitol at Washington. During the past season the Cupola and Rotunda have been completed in fine style, and the finishing touches added to the stairways ascending to the Halls of the House and Senate. The grounds surrounding the building have also received due attention. The entire cost of this immense structure thus far has been \$1,330,106.20, and it will require \$100,000 more to complete it. The first appropriation (\$10,000) for the work was made in 1838. The building itself covers about one acre of ground.

## VANDALIC.

The winter of 1860 will be held in lasting remembrance for attempts to overturn the school systems of many of the States. We have elsewhere registered the downfall of our library law. A score of bills and resolutions are now—March 20—before our General Assembly for still more radical modifications. Should one-half of these measures pass, our boasted school system will be left a wreck and ruin.

Among the efforts made are these:—To retain in each county the funds collected in the county; that is, greatly increase the school revenue of the wealthy counties, and diminish to a corresponding extent those of the poorer counties; abolish the office of School Commissioner; abolish township Boards of Education, and return to the old district plan; no County School Examiners, but let the local directors examine their own Teachers; no High Schools to be supported by public funds, and none but *Common* Schools. Superintendents of city and village schools to be numbered with other discarded superfluities. There are few that would ask for all these "reforms," but each has its advocates. These changes would send us back to the dark ages of popular education in Ohio. But it is our opinion that few of these measures will pass—thanks to the vigorous opposition of the friends of popular learning.

But we are not alone in troubles of this character. We learn that the liberal and excellent school system of Wisconsin is in even greater peril than our own. Chancellor Barnard is exerting all his great influence to keep it off the breakers; or, rather, to keep the *breakers* off it.

Old Massachusetts, the land of Mann, Sears and Boutwell, has among her brave and accomplished sons those who cry against her school system, even as did the heathen of Edom against Jerusalem—" *Rase it, rase it, even to the foundation thereof.*" Numerous petitions ask for the repeal of all the distinguishing features of their school laws. The following is a brief extract from the elegant and eloquent appeal of one of these aggrieved Yankees:

"All parties want to see education thrive in massachus what will become of those orphan such as our Honorable secretary pict up down to Salem without bearing resemblanc to what I have been saying, why not take care of these things by the school districts it is much cheaper" &c. "it seems to me this will raise the lower end & bring them all into a solid phalanks to march onword and upword to gether & not have them scattered from dan to basheba. it seems to me this will not only be the best way but the ceapest way, for I know something about the value of money as means to ends & this is another reason why I ask you to divide the Fund" &c. He further demanded "the abolition of the Board of Education, who are prodigating the people's money, & sticking their hands into the money up to their elbows. till their eyes stick out with fat;" he demanded it "in the name of the Great Jehovah and the Continental Congress," who for their blessed deeds (as he said in another place) "have been judged worthy to enter their fathers house not made with hands and eternal in the heavens & that to day are ranging those bright elysium fields that surround their father mansion—"

There is more of the same sort, relating to "*compus mentus* children," Col-leegs & Academays," and "passing an Ac to copell Citys to chuse comit ymen," etc.

But the blessed old Bay State says "No, Sir!" to each foe of her noble school system. And, with all due diffidence, we venture to suggest to our brother Boutwell that the ~~first~~ of Mansfield and North Bridgewater should not be served as were the witches at Salem some time since, as they evidently are non "compus mentus." Have you no asylum for this "misfortunate" class?

---

## Monthly News.

---

THE GENERAL ASSEMBLY is now winding up its session. It is impossible to tell what will be the fate of several important bills relating to school interests, now pending. It is generally conceded that it is as true of legislation as of any thing else, that "in the last days perilous times shall come." Important measures are rushed through under suspension of rules, previous question and all manner of legislative legerdemain; and one hour before the final adjournment, no man can tell the things that shall be.

In our next number we will give our readers a synopsis of the doings of the Assembly relative to school affairs.

---

THE COMMENCEMENT OF STARLING MEDICAL COLLEGE occurred on the 1st ult. The annual address was given by "Co." of the firm of F. W. Hurtt & Co, upon *the Relations of the Medical Profession to Society*.

Dr. S. M. Smith acted as Dean of the Faculty, and presented the graduates, to whom diplomas were given by Hon. John W. Andrews, President of the Board of Trustees.

Dr. Francis Carter pronounced a chaste and appropriate valedictory to the young M. D.'s.

The singing, under charge of Prof. Scarret, was capital;—seldom is it equaled.

The benediction was pronounced by Rev. J. D. Smith, D. D.

---

RESIGNATION OFFERED.—Hon. George S. Boutwell has tendered his resignation as Secretary of the Massachusetts State Board of Education. The Board declined to accept the same, and Mr. B. will continue to discharge the duties of the office for a time, though he desires to retire at an early day.

Mr. Boutwell has carried forward the work committed to his charge, greatly to his own honor and to the advantage of the cause of education. We regret to lose him from this field of labor, and trust that the rewards of the good and faithful servant will ever attend him.

---

APPOINTMENT MADE.—Hon. Thomas H. Burrowes has been appointed State Superintendent of Schools for Pennsylvania. Mr. B. occupied the same position some ten years ago. He is well qualified for the office, and is widely known as a firm friend of popular learning. For several years past, he has edited the



*Pennsylvania School Journal.* Mr. Hickok, the recent Superintendent, and who declined a reappointment, has been an efficient and acceptable officer.

---

**GOOD FOR PAINESVILLE.**—On the 19th ult., the good people of Painesville voted *yea*, on a proposition to build a School House at an expense of \$13,000. Such a building is a necessity there, and this movement will add another attraction to that beautiful town. The *Lake Erie Female Seminary*—the most expensive and extensive institution of the kind in Ohio—is located at Painesville; but as it is “Mt. Holyoke” in character, admitting no day scholars, it does not meet the wants of the people of P. more than of other towns.

---

**SALEM NOT TO BE OUTDONE.**—Who has not heard of Salem, Columbiana County, Ohio? It is not *Jeru* Salem, exactly, for no Jebusite ever occupied that “strong hold.” It is simply Salem—city of peace, *yea* of *Friends*, of whom now and then one has an idea of his own in regard to things “irrepressible,” etc.

But we are speaking of school houses, and the one just commenced in Salem, will next autumn be worth seeing. Great pains have been taken to secure a plan combining taste and convenience. When completed it will be alike “useful and ornamental.” The schools in Salem, under the superintendence of Mr. Reuben M’Millen, are in a prosperous condition; though much incommoded by want of additional rooms.

---

**PROMOTED.**—His Excellency John Greiner, formerly Governor of those delectable mountains which constitute the Territory of New Mexico, has been appointed to fill a vacancy in the Columbus Board of Education. The Governor is “the coming man,” admirably qualified for gracing the position to which the partiality of the City Council has elevated him. We trust that our honored friend will wear his fresh laurels with becoming modesty.

While our hand is in, we will mention that the Capital City is soon to be blessed with a new High School building. It is designed to be one of the finest houses of the kind in the country. The Columbus Schools are doing well under the charge of Mr. Superintendent Kingsley.

---

At a recent exhibition of Mr. A. B. West’s Grammar School in Toledo, an immense concourse attended. Says the *Blade*:

“The attendance we think exceeded that of any former occasion, and furnished most gratifying evidence of the growing interest which our citizens feel in that Bulwark of Toledo prosperity, her system of Free Schools. All ages and classes thronged the spacious hall at so early an hour that when the time for a commencement arrived, not one of the 1,200 seats was to be had. The area in rear of the seats and about the different doors of the room was densely packed, as were also much of the aisles, and even the stairway leading to the hall; and, in addition to all these, large numbers left, unable to get within seeing or hearing distance. At a low calculation, there were not less than 1,500 to 1,800 inside the building during the evening. We give these figures as indicative of the fact that the people of Toledo are not insensible to the great blessing which they possess in their generous and deserving School System.”

**WESTERN RESERVE COLLEGE.**—From the annual catalogue of this institution, we are gratified to learn that it is fast regaining the position of usefulness and prosperity, of which the folly of some of its former managers so effectually deprived it. For its present promise, its friends are in a great degree indebted to the energy, perseverance and self-sacrificing devotion of President Hitchcock.

---

**THOSE LIVE YOUNG MEN,** William Wheeler and J. C. Clark, well known in the S. E. part of the State as successful Teachers, have established a Normal School at Summerfield, Noble County. Success crown the enterprise!

---

**ALL HAIL!**—The Second State Sabbath School Convention will meet in this city on the 9th day of May next. The Convention last year—held in Cincinnati—was an occasion of deep and stirring interest, and we doubt not that the next meeting will richly repay all cost of attendance.

---

**TEACHER'S INSTITUTES** are to be held at Mount Pleasant, Jefferson County, commencing on the second Tuesday in May and continuing four days, and at the McNeely Normal School, Hopedale, Harrison County, commencing July 10th, and continuing five weeks.

We wish in the May number of the *Monthly*, to publish a complete list of Institutes to be held during the summer and autumn. Will our friends put us in possession of the requisite information?

---

**MR. CHARLES S. ROYCE** is now giving exclusive attention to teaching elocution, and School-Room Gymnastics. The Mansfield papers state that he has recently given a course of instruction in these branches in the schools of that city, which has proved highly interesting and useful.

---

**NOTES OF VISITS TO SCHOOLS.**—Our mention of each school must be brief.

**Greenville, Darke County.** But a few months since, these Schools were organised on the union plan. They greatly need a good house, and hope to have one before long. There is a general desire for good Schools, and we doubt not that it will soon be realized. The Schools—Mr. E. H. Mayo Superintendent—are now good, considering their want of better accommodations.

**Dayton.** Splendid School buildings, an efficient Board, efficient and accomplished Teachers, any number of bright-eyed pupils, everything about as near right as can be found in Ohio, or elsewhere. We learned with regret that one of the Principals, Mr. Charles Rogers, was severely ill. We trust that ere now he has recovered.

**Steubenville.** Our call was hurried, but long enough to convince us that the Steubenville Teachers are of the right stamp.

**Pittsburgh, Pa.** As good School buildings as we ever saw, and Teachers to match. All things right side up.

---

**NECROLOGIC.**—A brother has left us. *Joseph Addison Sloan*, a Teacher of excellent reputation, and for some years Principal of the Public Schools in

Batavia, Clermont County, departed this life early in February last. Mr. Sloan was a young man of extensive acquirements, and of rare qualifications as an instructor of youth. His death is a severe loss to the profession. Long will his memory be cherished by those whose privilege it was to know him well.

*Rev. C. A. Goodrich, D.D.*, died a few days since at New Haven, Conn. For forty years he had been a popular and highly useful member of the faculty of Yale College. Since the death of his father-in-law, Noah Webster, Prof. Goodrich had edited his series of Dictionaries. He was eminent for learning and piety, and few men have lived to better purpose.

Prof. Alonzo Gray, an eminent Teacher and Author, died in March at Brooklyn. Prof. Gray was widely known by his published works, and his death is deeply mourned by all who knew him.

---

A WORD CONCERNING THE MONTHLY.—It is known to our readers that we have charge of this journal through no application of our own. A necessity was laid upon us. Since its publication commenced, we have been constantly pressed with other duties; and have not been able to devote as much attention to it as we have desired. But the numerous kindly notices which the *Monthly* has received from the press and from subscribers, give us the assurance that our periodical is acceptable to the public. Thanks to all for friendly salutations and words of cheer.

We will not speak of the *editorial* of the *Monthly*, except to confess that it has been none too good. But of the articles from contributors we can express an opinion. We are satisfied with them. We see no educational papers which excel this in respect to its contributions. Our readers, as well as ourselves, are indebted to Messrs. Dwight, White and others, for their able and timely articles. We hope from them and from others to receive favors of equal value.

At the request of numerous friends, we have made arrangements with the publishers, by which we are enabled to furnish the *Educational Monthly* with the *Atlantic Monthly* for \$3, with *Harper's Magazine* for \$3, with *Ladies' Repository* for \$2.50, and with *Godey's Ladies Book* for \$3. These are all excellent periodicals, and just such as will suit both lady and gentlemen Teachers.

---

## Book Notices.

---

WORCESTER'S DICTIONARY, BY JOSEPH E. WORCESTER, L. L. D. BOSTON: HICKLING SWAN AND BREWER. WESTERN AGENTS: INGHAM AND BRAGG, PUBLISHERS, CLEVELAND, OHIO.

This is a new and enlarged edition of Worcester's Dictionary, and has been very extensively and favorably noticed in Eastern papers.

In its mechanical arrangement and execution, the work is admirable. We will mention some of its peculiarities. Its pages are larger than Webster's, and

the type more distinct. Its definitions are copious, and sustained by citations from the best authors, and numerous notes appended give interesting information on important subjects; also tables of synonymies are appended to the definitions, instead of forming a separate department; also pictorial illustrations of objects, where regarded necessary to explain the words, accompany them. The author claims for the work nearly twenty thousand more words than can be found in any other single dictionary. This is caused by the preservation of antiquated and obsolete words, as well as by technical, local and provincial ones, the assumption being that the exceptional words are naturally those most apt to be looked for in dictionaries.

We will not allow our partiality to Webster to blind us to the excellencies of Worcester. Though those works differ in a few particulars, they both are monuments of the learning and industry of their authors.

But let us all be prepared for a renewal of "the war of dictionaries." Worcester has now "got his growth," and the matched giants—Gog and Magog—will make the continent tremble with their ponderous blows. Not a few of the friends of these noble dictionaries have regretted the spirit with which this irrepressible conflict has been carried on. "The fight between the Merryman and the Brewer," as a New York paper calls it, has been too much after the "fancy" example. Shall it not now cease, or show, at least, a more Christian temper.

**BIBLE HISTORY; A TEXT-BOOK FOR SEMINARIES, SCHOOLS AND FAMILIES.** BY SARAH R. HANNA, PRINCIPAL OF THE FEMALE SEMINARY, WASHINGTON, PA. NEW YORK, A. S. BARNES AND BURR.

This is 12 mo. work of 290 pages. It is simply *Bible History*, from Genesis to Daniel; arranged in strict chronological order, with questions and answers; the latter, for the most part, consisting of exact quotations from this sacred record. In our opinion this work could be used to great advantage in our Schools; especially those of a higher grade. It is free from all attempts at sectarian perversion; and a man who would object to it, would quarrel with the ten commandments.

O friends, have you seen "The Musical Mirror," by our excellent friend, Mr. S. B. Phipps? It contains many beautiful songs, such as "My Cottage Home," and others, each of which is worth more than the price of the book. See advertisement, and do yourself the honor of owning a copy.

**JOURNAL OF PROGRESS.**—King Solomon, or some other wise writer, has advanced the idea that "a thing of beauty is a joy forever." We are of the same opinion; though the *duration* is considerably beyond our experience. Beauty in everything is a joy; and in nothing more than in school papers. Who can care much for a *Monthly* or a *Progress* which is printed on thin and dingy paper, with battered and defaced type, and which presents a general thrown-together appearance? It must not offend the eye, if it would charm the mind.

The *Journal of Progress* is published semi-monthly, by Elias Longley, Cincinnati, at \$1.00 per annum. It is printed partly in phonetic characters, and partly in the common type. We are pleased with its spirit and tone, and wish it

all success. The editorial department is under the care of Mr. John Hancock, who, as the *Progress* justly remarks, "is a talented, energetic and growing Teacher." Mr. Hancock's articles are vigorous, practical and instructive. Few of our young men have greater ability for making a readable and useful school paper. There is not a particle of sham in him.

But the best and wisest sometimes commit mistakes; even as Homer sometimes nods. And our worthy cotemporary is no exception to this universal short-coming. In the last number of the *Progress* he gives a pretty fair notice of the last Report of the School Commissioner. In speaking of the books selected for libraries he remarks as follows: "In looking over the Commissioner's list we find some (books) that we imagine would be rather heavy reading to our country friends; such as Benton's Debates of Congress, History of the Constitution, Hamilton's Writings, Hallam's Constitutional History of England, Buckle's History of Civilization. &c." Except the work of Ruskin, not one of these books was sent "to our country friends." A few copies were sent to the large city libraries, and to none else. Dear "J. H." you must look *at* facts, not "*over*" them.

We sincerely hope that this work will circulate generally throughout the State. It has special claims upon all who are favorable to the "Phonetic Reform."

---

THE BOSTON PRIMARY SCHOOL TABLETS, PREPARED BY JOHN D. PHILBRICK, SUPERINTENDENT OF THE BOSTON PUBLIC SCHOOLS. TAGGART, BROWN & CHASE.

Shall there never be an end to Boston Notions? Never, we trust, so long as they are like those beautiful Tablets. They are twenty in number; designed to be mounted on pastboard; two sheets to a card. We think them admirably adapted to assist in imparting instruction in primary schools. The fact that Mr. Philbrick has prepared them is *prima facie* evidence of their excellence.

See advertisement.

---

On account of the large increase of subscribers, our first edition of the January No. is exhausted. We are reprinting it, and as soon as it is ready we will mail it to such of our new subscribers as have not yet received it.

---

## NEW ADVERTISERS.

In this number Messrs. Moore, Wiltach & Keys, of Cincinnati, advertise several valuable books for Teachers and others. We refer our readers to the advertisement occupying two pages.

SHELDON & Co., New York, advertise Wayland's Intellectual Philosophy and other valuable works worthy of the Teacher's consideration. Examine for yourselves.

A. S. BARNES & BURE, New York, advertise an extensive list of books. This is one of the heaviest school-book publishing houses in the country. Examine their list of publications.

C. A. PARTRIDGE, Cincinnati, asks the attention of Teachers and school men to his new store in the Queen City. Mr. Partridge's works are all standard publications.

## Official Department.

---

### CIRCULAR TO BOARDS OF EDUCATION, RESPECTING SCHOOL LIBRARIES.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., March 20, 1860. }

GENTLEMEN:—It becomes my duty to inform you that our school library law was, on the twenty-ninth of February, repealed by the General Assembly. The tax levied in 1859 will be expended for books, which you may expect to receive during the coming Summer.

Desirous of the preservation and useful employment of the libraries under your charge, and apprehensive that the repeal of the law may lead some of you to undervalue their importance, I beg leave to make the following suggestions

1. When you shall have received the books yet to be apportioned, you will have your respective shares of the distribution of five years. But few of your townships will have less than one hundred dollars worth of books; and the average amount will be as high as two hundred and twenty dollars; and, at retail rates, more than three hundred dollars. Each library, therefore, is of sufficient value to command your best efforts for its proper care and use. Should no more books be added to it, it may, for years, be made highly useful.

2. But I wish to recommend to your consideration the importance and practicability of increasing the number of books in all your libraries. Should their be no further public provision for this purpose, there will be many ways and means for procuring books. If you shall manifest the purpose to make the libraries under your care permanent, and if you shall make and execute all necessary rules concerning their management and use, many will be encouraged to contribute either money or books for increasing their value and interest. By a little effort on your part, thousands of dollars can thus every year be secured for this purpose.

Again, by means of school exhibitions and concerts, and by fairs and festivals, funds can be provided for the purchase of books. There are many villages and townships in the State, in each of which from fifty to one hundred dollars can be raised annually by such efforts.

Once more, these libraries will furnish a suitable place for the deposit of the important public documents, which your members of Congress and the General Assembly will frequently send you. Various benevolent and agricultural societies will doubtless furnish you with their reports.

By these, and by other means, your libraries may increase in value and interest, and prove lasting blessings to the people of the State.

I am aware that many of you deeply regret the repeal of our State library law; but it will be the part of wisdom for all of us to make the best of the case as it now stands. Many believe that the law recently repealed, will be re-enacted within a short time. This, in my opinion, is doubtful.

Your truly,  
ANSON SMYTH, Commissioner.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

---

MAY, 1860.

---

Old Series, Vol. 9, No. 5.

New Series, Vol. 1, No. 5.

---

↓  
SPEECH OF HON. C. W. POTWIN OF MUSKINGUM  
COUNTY, IN THE OHIO SENATE, ON THE INDUS-  
TRIAL SCHOOL BILL.

MR. PRESIDENT—The education of the young has been long and properly considered as bearing directly upon the great interests of humanity, the well-being of society, and the mental, as well as the moral progress of the race.

With all that has been accomplished in this State, there yet exists a vacancy in our school system, which humanity, and justice, and the earnest advocates of the amelioration of our race, demand shall be filled. Let us accord to the present school system of Ohio all the praise that is its due. It will safely bear comparison with the best perfected plans adopted and in successful operation in any of the States of the Union.

Having faith in the eventual, yea, necessary vindication of the plan submitted by this bill, in its moral and social reformatory character and aims, or in one of a similar nature, I cannot but urge early and prompt action by legislation.

This bill professes, by organized action, to fill up the breach long existing in our State, thus reaching, in the wide spread influences of so beneficent a system, a class heretofore rejected and despised. I refer to the children of abandoned and profligate parentage, of the extremely poor who have no visible means of

support, and of the outcasts of society who frequent the alleys and purlieus of our cities and villages, and who, becoming the victims in early life to debauchery, profanity and crime, are from thence transferred to, and fill up our prisons, infirmaries and pest-houses.

Mr. President, one of the most important objects of this bill is to concentrate the charities of our citizens,—of those who are ever, from humane motives, pouring their benevolence into unknown and unfamiliar channels abroad, which would assume largely the character of home dispensation if the spirit of such concentration was cultivated and directed into channels more familiar to them, and of every day interest and observation.

There are reasons not embraced in the report of the select committee, why this bill should become a law, and which I desire to present for the consideration of the Senate. I claim, and I presume no Senator will disagree with me, that it is an axiom well established, that every child has a moral right to demand of the State such interference and protection as will shield its plastic childhood from influences, which, from their nature, must almost of necessity prove its ruin. I lay down the axiom, also, that it is the duty of the State to protect the weak against the aggressions of the strong. This principle is engrafted into the body politic: it has foundation in correct humane principle: it enters and infuses its spirit into all wholesome enactments where the rights of humanity and the spirit of love, peace and good will toward men, and the spirit of liberty and law are generally recognized. Where then can this principle be more appropriately applied, than in the protection of the innocent and helpless child from vice, abuse, and the other dangers which surround the youthful victims of destitution and orphanage?

Mr. President, our sympathies should be awakened to provide for this class of children, as well as for the mute, the blind, etc. And if we have thus found a channel for the current of sympathy and humanity open to all, and we shall organize institutions bearing so intimately upon the well-being of society and the amelioration of the race, it will appear to the minds of the disinterested friends of human progress, that this duty of support can only accomplish its beneficent purpose when it carries with it the right of custody. Private charity has thus far been in a great



measure illy bestowed; and if this bill receives favorable consideration, the *direction* of such charity will not only result in temporary relief from hunger and want, but in permanent amelioration in character.

Mr. President, numerous letters have reached me recently from many portions of the State, and in almost every instance the most favorable consideration is manifested toward this measure of reform. In those isolated instances where objections are made, I think the gentlemen have failed to comprehend the scope of the bill and to have a correct appreciation of the condition of the class sought to be benefited by it. In one of the letters received, a misconception is had of the class of children sought to be reached by this bill.

The youth provided for in the act of '58 are "juvenile offenders." Before a child can be reached under that act, he must be actually guilty of some crime or a breach of some statutory law. In the city of Zanesville, we have between sixty and seventy children whose circumstances, whose present neglect, abuse, and extreme poverty, are fitting them for all manner of vice and crime known to the laws of God or man; and yet, under the law of 1858, not one half dozen of them could be provided for. No amendment of this law could reach the children contemplated by this bill. The children of extreme poverty and degradation may be innocent of crime, and, as yet, free from the disposition to become vicious or criminal. Would it not be worse than barbarism to regard them as juvenile offenders, or to thrust them into the same institution with those committed for crime?

Institutions having custody of children described in the bill, and sought to be benefited by it, should be just as widely separated from our reformatories, reform farms, and houses of refuge, as are our asylums for the blind, the mute, or even our theological seminaries. I am a hearty advocate of the reform farm, houses of refuge, and reformatories; but their legitimate field is, and always should be, with "juvenile offenders"—children that are already disturbers of the public peace, or ungovernable by parents who seek to properly control them. But these institutions must of necessity always have about them very much of the stigma of prison-life. It would be wicked—barbarous—to attach that stigma

to a child guilty of no offense, but, unfortunately for them, the children of degraded, licentious and abandoned parents.

About such industrial schools as are contemplated in this bill, there need be no more stigma or disgrace than about the benevolent institutions at Columbus and elsewhere. Very many persons would be willing to adopt children into their families from such industrial schools, who would never consent to take even the same children from a reformatory.

This bill is intended to reach, and if it becomes a law I have no doubt will reach, a class of children who will never be benefited by our common schools or reformatories. We have beautiful and innocent girls and boys, from six to twelve years of age, in all our cities, dressed in rags, begging from door to door for means to sustain their own lives, and the lives, perhaps, of degraded parents. But few years hence, and eight out of every ten of these girls will be ruined in character, and as large a proportion of the boys will be disturbers of the public peace. Then the reformatories can reach them, and the state and private charities will be heavily taxed to attempt to *cure* what the bill is intended to prevent. Is the legislative power of our state so feeble, that while it may make ample provision for the punishment and reform of juvenile offenders, it cannot interfere to save the children from influences that will certainly fit them for lives of wickedness and crime?

If it be objected that the compulsory features of the bill may be thought to contravene the natural right of parents to the custody and control of their children, it may be answered, that no individual can have, by virtue of any office or relation, any rights which in their assertion or exercise are injurious to the common weal,—that the state is forever supreme—the well-being of society forever paramount,—these being the fundamental postulates of a body politic and a civilized order; and further, that these features are not by any means new.

In the kingdom of Prussia (peopled by the best educated nation in Europe), the education of every male inhabitant is as obligatory as their service in the land-wehr army, and is conducted with a discipline almost military.

I know, Mr. President, that topics like those involved in the consideration of this bill are not the ones to which the popular or

legislative interest gravitates with the most graceful and surest readiness. There is no buncombe in them. They have not the flash and glitter of a partisan or purely political measure. They deal with the poor, the forsaken, the outcast—with a class which have but small influence, but little practical representation, except in the bureau of statistics, or in the records of crime. But we cannot ignore it. It is with us for good or for evil,—unpromising, indeed, for the former, but imposing and fearful in its capacities and promises for the latter. We owe it to the peace of society, *to the good of the state*, to our obligations to posterity, to our own record in our day and generation, that we protect alike the weak and tempted, and those who may be the innocent sufferers from their crimes.

It is the crowning glory of our epoch,—and he who truly writes the future history of civilization in America will so signalize it—that the moral duties, preventive as well as executive, of the state to the people, have, in our day, first been recognized and applied. Heretofore the history of legislation has been little else than the record of its dealings with the material interests of men. Of little value would be our boasted progress, did it not leave us a more humane, as well as a more knowing people.

The forces of the moral order, paramount indeed in all ages and among every people, are just now being recognized as the great motors of society. If the world has been blind to their presence and their power, it has not the less been ever amenable to their paramount influence and control. And the most gladdening sign of our boasted progress, is not our belts of railway—not those courses of telegraphic thought that “go out to the ends of the world,” and almost realize ubiquity,—not crystal palaces or leviathan steamships—but the recognition by the masses, by senators and by kings, of those paramount and imperceptible moral forces which underlie and overreach the mere physical necessities and instincts of man.

And we feel grateful that our lot has been cast in this age and country where we can bring to your respectful and earnest consideration a measure which, destitute of all those qualities which draw the gaze of the multitude and fix the interest of the hour, is yet germinal, we trust, with somewhat of the fruits of that spirit of “peace and good will to men,” which, in connection with the

splendid march of thought, is budding with the promise of a noble history—with the tokens of a new evangel for the race.

I appeal, then, to the moral sense of senators, to their love of the good, to their appreciation of humane action, to their reason and sound judgment, expecting and claiming from them a generous and hearty support to a measure which has unyielding claims upon their sympathies, their benevolence and love of race.

---

## OUR HOMES.

BY JOHN HANCOCK.

To every age, and even to every generation, the word Education has a different meaning. We trust that to the people of our country it is growing broader and deeper in its significance, with each succeeding year. If we have done but little, and are yet groping in darkness for a better way, there is a spirit of inquiry abroad, which is full of promise, and which, we believe, will never be laid, until something far better than we have yet dared to dream, will bless our efforts.

We do not object to what are called Practical Articles in our professional journals—though we confess to us they are sometimes rather dry reading—but we do hope that men of such large natures, as they may seem Seers in Education, will not fail to arouse us frequently by great, stirring words, to a renewed sense of the greatness of the work in which we are engaged. The history of individual enthusiasm, is the history of the Race's progress. For this reason, young men are the best teachers. As they stand forth in the glorious strength of their early manhood, such vigor, such a love of all that is beautiful and good, such a loftiness of purpose, are diffused by their presence alone, as arouse nobler desires and impulses in their pupils. But after long service in the profession, teachers are apt to lose much of this generous flame. They laugh at the early enthusiasm and freshness of their youth. Mistaken mortals! It is not the youth who was so ready to do and to suffer, for the good of his fellows, that is to be pitied, but their present selves.

Whenever a man feels ashamed of the air-castles he built in his young days, which, though baseless, were very beautiful,—he may

be sure that he has descended to a lower plain in his inner life.

We know the tendency of experience is to harden our natures, —but such need not necessarily be the result. We ought to fight against the tendency. But to make resistance effectual, we often need assistance from without. This brings us back to what we intended to say in the start. We appeal to friends of the ancient regime—of the early and palmy days of our State Association, when education was not made a matter for the head alone, but for the heart also,—to give us, during the coming year, articles filled with “thoughts that breathe and words that burn.” If they will but once more bestir themselves, and set earnestly to work, we shall not soon again be humiliated by the thought that this greatest and wealthiest State of the Mississippi Valley, has, in her greatest interest, made a long step backward.

Thus much by way of preface. We are a deeply materialistic people. We crowd out of sight and thought as much as possible, the higher, ideal life, and push forward the unromantic material life. While we cultivate the intellect most intensely in certain channels, the heart is left uncared for, and is finally crushed beneath the on-rolling car of Mammon. That kingdom in which the soul lives, is yet inhabited by the few who have not bowed the knee to Baal. The great multitude stand without, and have not even so much as an inclination to knock for admission. On the contrary, they deride those who go in, and affect to pity the wild visionaries.

The fact is, all our systems and methods of instruction have been too much constructed with reference to success in life—to business, or a public career. Home has been almost entirely left out of consideration.

And what are our homes? Are they attractive? Is the hand of taste and cultivation manifested in their arrangement? Not so. Our people have been flattered long enough. The truth ought now to be fearlessly spoken. It is the only way by which they can be brought to a consciousness of their deficiencies. It may be that they will not receive such truth kindly,—for we remember that an article published in the *Atlantic Monthly*, which purported to show up the Homes of New England as they really are, excited a very considerable amount of indignation among some of our Puritan brethren, and we are scarcely to suppose our own people wiser.

Time was in the history of our country, when an exclusive devotion to a rude materialism was almost a necessity: forests were to be cleared away; fields to be broken; houses to be built; and a thousand obstacles to be overcome, before the country could be fitted for the abode of civilized men. At such a period muscle is in greater demand than brain; "the diggers up of trees' roots," than the diggers of Latin and Greek roots. Then a rude cabin with few comforts, could be tolerated; but now that the fertile soil yields an abundant harvest to toil, and wealth is so generally diffused, is it tolerable that our homes should be all that homes ought not to be—marvels of ugliness without, and within, of inconvenience?

It may be asked, how is it proposed to remedy these defects? As teachers, it is true, but a small portion of the work belongs to us; but our place is in the vanguard of every educational reform, and we may infuse a new spirit into our teachings. Such methods of instruction may be adopted as will more thoroughly fit our pupils for the life of home. As the domestic relation transcends all others, so will the highest aim of all culture be attained when men are made happy in that relation. When a refined taste has made our homes attractive, the occupation of our reform societies will be gone. Young men will no longer seek excitement and amusement at theaters and more questionable places of resort, when a purer and more exquisite pleasure can be found around the hearthstone of home.

We ought to give more attention in our schools to æsthetic culture. We believe the feelings may be so refined by proper culture, as to render at least all the grosser forms of vice loathsome. And is it not surprising that with the appliances for such a culture lying all about us, it has been so totally neglected. God has adorned His Universe with a lavish hand; and yet men accounted educated, are blind to its glories and beauties. Many who have been raised for a little space above the grosser forms of the world, by their training, as soon as their school days are ended, return again to their wallow. The material forms of life entirely absorb them; to them is never revealed the glory and majesty of the spiritual life.

There is a natural yearning in all unperverted minds toward nature. How often do we see in the pent up streets, and even

filthy lanes of our cities, amid their continuous miles of brick and mortar, here and there a little plat of green grass, bright and fresh from frequent waterings; and on window sills, and in sunny nooks, beautiful and carefully-tended flowers. The love for these we may imagine to have come down to us through the long ages of sin and misery, from that primal home in Paradise.

We can easily imagine how the love for a flower in a rude nature, may expand into a love for other and higher forms of nature; into a love for art,—engravings, pictures, sculpture, and music; and finally culminate in a love for noble thoughts and noble deeds. And it is our privilege, as teachers, to plant the young feet in these pleasant paths of knowledge.

But to be more specific. What are the outward adornings of our homes? Look at our farm houses. In the most of them, what taste has been displayed in the selection of the situation, or in the style of the architecture? The site is generally some barren knoll, possessing not one alluring trait, except that the ground is high—and why should a man build a fine house, if it is not to be seen by all his neighbors? The style of the architecture is that of an oblong box, divided into the requisite number of rooms, apparently a strict eye always being kept to arranging them in an order the most inconvenient possible. The forest trees and shrubs, or anything that could afford the least shade, are most scrupulously cut away; and the house is exposed naked to the un pitying winds of winter and the blazing sun of summer. The inside is not much more attractive or comfortable than the outside. No pictures or engravings on the walls; no ornaments on the mantel; no centre-table with its load of precious books; no flowers on the window-sills; but ranged around in stiff formality, a few straight-backed chairs, and in a corner a hard settee.

Fortunately taste is not always an expensive luxury. A cottage of simple style, comfortable and convenient, a pleasant thing to look upon, and a fit dwelling for love, would not cost half the sum that was required to build the great, barnlike, staring structure of red brick.

Having done what we could to improve the outside of the home, how are we to make the inside more attractive? We refer not to furniture—though this should be neat and in perfect taste—but to the nightly meeting of the family about the fireside. One means,

—and certainly a very important one,—is reading aloud. But that this may be even bearable, our youth must first be taught to read—not that mechanical performance, that is something by courtesy termed reading, but such a delivery of an author's words as shall forcibly and beautifully express all the endless variety and shades of meaning that may be contained in his subject. Those who have listened to elocutionists of the first class, know something of the rich intellectual treat the highest style of reading affords; how it unfolds glories and beauties in their favorite authors never seen before. With such reading, and a proper selection of books, every house will contain within itself an exhaustless source of intellectual culture and refinement, as well as amusement.

Again: whatever may be our opinion of our modern theatrical representations, nothing is more certain than that the drama has always held the highest rank in the literature of all languages and nations, and it probably will always continue to do so. We therefore see no good reason why young men and women may not read well selected plays together in the family, or even meet from different families for the purpose; but we do see how this also might be made a means of cultivating a high literary taste.

Then music. Who is able to estimate its humanizing influence? And what can be more delightful than to hear the well-tuned voices of brothers and sisters joined in song? In a family where music has its constant dwelling, quarrelings can never come. The souls of the different members will be united as are their voices in sweetest harmony.

This list of the means of making our homes better and happier is not presented as an exhaustive one. Yet these alone it seems to us are sufficient to render every Christian home the most desirable place for its inmates of any on earth. And these means, too, are within the reach of all. We have always believed that no soul in our State at least, need grow up distorted and unhealthy for the want of light and food. We have but to reach forth our hand, and we find in its grasp all that is necessary for the most thorough culture.

We conclude by asking whether it shall not be made a point to so remodel our educational systems as to train up our sons and daughters more with the design of making them admirable men and women, than that they should be taught to look upon educa-



tion only as a means of making a figure in the world? Shall not our young men be taught that there is something beyond, higher, though calmer it may be, with less of wild and unhealthy excitement about it, than is to be found in the career of the author, warrior, or politician, however successful he may be,—the individual life with its most cherished hopes and joys concentrated in home?

---

## ESSENTIAL FEATURES OF A GOOD SCHOOL SYSTEM.

BY M. F. COWDERY.

Although several years have elapsed since the establishment of classified schools in Ohio, yet there is still some vagueness in the public mind as to what constitutes a good school system for a town or city. It is often assumed that a school-system must be a good one that embraces an extended course of study, or that has in its service a number of faithful teachers, or that gives instruction in some branches with marked success, or that includes among a number of *very* common schools one or two of unusual excellence, or that affords a certain amount of instruction to such as attend without any particular solicitude to the parents, or the school authorities, or expense to the people.

It may be well, therefore, briefly to state some of the more prominent points of a good school system that we may be the better able to judge of the value of what is often so confidently exhibited to us for commendation.

First, then, a good public school system should provide buildings, teachers, and the necessary facilities for instruction for *all* of the children for which such system is established. The maintenance of a school system on the basis of general taxation, can be entirely justified only on condition that the benefits to be conferred are alike offered to the entire community.

The best possible advantages to all, *special favors to none*, is the only equitable maxim in a free school system, both with regard to privileges offered and the details of discipline and instruction.

Second, a public school system should constantly secure the attendance of every child of school age within the territory for which it is established, to the greatest possible extent, consistent

with the spirit of republican institutions. It must be apparent that so far as an equivalent is ever rendered to the tax-payer, having no children to educate, it must be, either in the shape of increased security to his property or his rights, or of a corresponding reduction in his criminal or pauper expenses, or of better social order and good neighborhood, or from increased general prosperity from a wider diffusion of good morals and intelligence. It seems peculiarly just, therefore, in this light, that *every child* should be instructed, if an indiscriminate tax is to be laid on all the property for this purpose. For this very end, only, is it both equal and exact justice to every tax-payer, and wise public policy, to assume the instruction of the children as an obligation of the State. In every community a large portion of the citizens are both willing and able to educate, well, their own children, and, were this true of every parent, a general tax upon all the property for this purpose would, manifestly, be unjust. Every good, free school system, will, therefore, not only offer equal facilities of instruction to all, but expend some per cent. of its funds and energies in securing instruction to those who are either indifferent to its advantages, or who are, for other reasons, not likely to receive its benefits.

Third, a very important feature of every school system is its grades and classification of pupils. Almost any classification is better than none, and yet the highest advantages of classification are only secured by the most unremitting attention and skill on the part of school authorities.

The constant aim should be to allow those of similar age and natural abilities, of similar previous advantages, similar physical strength and health, to move easily and naturally forward together. Few common schools are at present so classified as to afford security against a grievous wrong, either to that portion of pupils who are able and anxious to go forward in study, or, on the other hand, to another portion, placed in the same grade and instructed in the same classes with the first, but who are unable for want of health, or other sufficient reasons, to perform the same amount of labor. A class of thirty pupils so exactly balanced with reference to proficiency, health and talents as to perform, with equal effort, the same amount of labor, and receive, with equal advantage, the same instruction, must have been selected with very great care from a large number of pupils, and by none other than a most

skillful teacher. In practice, such instances are probably extremely rare, and yet towards this point of advantage the energies of every school system should constantly tend. Other things being equal, it will be found that *the closer the classification, the better the school system*. Annual and semi-annual classifications are quite insufficient to meet the ever varying wants and circumstances of schools and classes in this respect. Constant, intelligent oversight and direction are required.

Fourth, such general principles as lie at the foundation of healthful development of children, and such special modes of instruction as are found valuable from experience, *should be common to all the schools*, and to all the grades to which they are appropriate. As before stated, a single excellent school of any grade is not sufficient evidence of a judicious, well-managed school system. Right principles in teaching and superior methods of instruction should be in a school, not from accident but from design, not because the teacher has brought them there as a part of his or her capital stock, to be withdrawn when the present contract expires, but because they have been deliberately introduced, naturalized and incorporated into the school itself as an element of its existence. In a well-conducted school system, any school of a grade should be a fair representative of the grade of which it is a member.

Fifth, there should be such a course of study and discipline for each grade of schools, and such mutual connexion in the courses of instruction in all the grades, as will best facilitate the labors of the teacher and the progress of the scholar. The simplest elements of language can be learned at a very early age. Let them not be neglected until the years of school life have nearly passed away. The simplest elements of numbers can be learned when children are very young. Do not, then, wait until a boy is fourteen years old before you teach him the multiplication table. In brief, let the instruction be constantly adapted to the age and capacity of the pupil, always remembering the maxim, *not how much, but how well*.

Sixth: it is, perhaps, scarcely necessary to add, that while it is indispensable to the symmetry and utility of a school system, to have all known right principles in teaching *diffused* and incorporated into it, there must, from the necessity of the case, somewhere exist a knowledge of *what are* right principles and modes of

instruction, accompanied with the power to incorporate them into the daily instruction of the school room. Nothing can be more absurd than to suppose the highest advantages of school instruction will be secured without adequate means. To know what is best for the nature and faculties of the child through all the primordial stages of its culture, to learn how the will may always be kept in subjection to the sense of right and duty, to learn how the time and talents of the pupil may be economized with reference to the greatest future usefulness, can only be accomplished by the most watchful oversight of all entrusted with the management of a school system. Let no one expect that a public school system can be made good, *and kept good*, combine what other advantages it may, that is not constantly studied both from within and without, and is not a subject of earnest solicitude by parents, teachers, school authorities and community.

SANDUSKY, March 20th, 1860.

---

## CORPORAL PUNISHMENT.

↓  
BY J. E. TWITCHELL.

So much has been said and written upon this subject, that one feels almost ashamed to press upon the public another thought; and yet its importance demands our earnest thought and careful attention. There are those engaged in teaching, who advocate, (and practice upon the same principle,) the use of the "rod" in almost every case of disobedience, whether forgetful or intentional, and quote the words of the wise man, "Spare the rod, and spoil the child," as conclusive proof upon the point at issue.

There are those upon the other hand, who go to the opposite extreme, and would have no kind of punishment in school which in any way would cause physical pain. They say it is far better to expel the pupil than to conquer him "per force."

We cannot agree with either of these; and yet there is, perhaps, no subject connected with school duties, upon which it is more difficult to give advice which may be safely followed, than this.

Of this much we are sure—and so are all who have been connected for any length of time with educational interests, that many

teachers, earnest in their employment and anxious for the best welfare of all committed to their charge, have, for some reason, entirely failed, not only to secure good order, but also have failed to secure the respect of both pupils and parents.

And we are conscious of this fact also, that no matter what the judgment, the care, the prudence, and the faithfulness of the teacher may be, there is a great difficulty with which each and all, everywhere, must contend, and that is the want of uniformity in methods of discipline at home. Some parents will flatter or coax and hire their children to obey, and consequently such children enter the school-room expecting the same kind of treatment and looking for the same influences and inducements to be thrown around them there. And what shall the teacher do? He has no reservoir of sugar, or candy, or sweetmeats; he has no spare half-hours which he can afford to spend upon the programme of "Coax-Flatter-Persuade-Him!" No, he has something else to do, and something else is required of him. Then he must adopt some other mode—institute some other plan which will be speedily effectual.

Other parents are found, who will "thrash" and "whale" and abuse for the least offense, at one time, and at another the most flagrant and overt act will pass by unnoticed; so that the child will feel that his own offense will not affix or even moderate the penalty, but the peculiar feelings of his father or mother at the time the offense is committed. With this kind of training at home, the child enters the school-room, expecting at one time that the most willful disobedience will not be corrected, and fearing at another time that the most innocent mistake will bring down upon his head the most bitter judgment.

If these things are true, is it any wonder that we, as teachers, are sometimes in a "strait betwixt two"?

These few thoughts lead to this suggestion: Teachers should ever guard against both of these extremes, and be *uniform* in their discipline.

We do not mean by these remarks that the same words and the same looks should be expressed in all cases and under all circumstances, for this would be predicating that the dispositions, temperaments and habits of all were the same; but we apply this remark to corporal punishment, and simply mean that pupils must understand, if an offense is corrected at one time and the punishment is

inflicted upon this one, at another time the same offense will receive the same punishment, no matter who the offender may be.

By these remarks we admit that corporal punishment may sometimes be necessary. This we believe; but we have no charity for, or sympathy with, continual correction of this kind.

Years ago, "masters" were employed instead of "teachers," and instructed as they entered their duties to use the rod or the ferule to suit themselves; and the lesson taught the child was, he must be conquered by brutal force, while he felt it to be a kind of honor if in this physical combat he could gain the victory. Then he would be the "hero" of the school, while directors and parents would smile and say, "We must get another master about fifty pounds heavier!"

Now we need not appeal to any who have watched the development of the youthful mind and heart with the growth and unfolding of character, to answer if this plan tends to cultivate the finer feelings and lovelier qualities which are either active or dormant in the soul of every child.

We rejoice that this kind of discipline, in a good degree, has been superseded by that which is milder and more humane in its character. The great principle which has controlling power, is the principle of love and kindness; and we have no hesitation in affirming, that in the majority of cases where corporal punishment is inflicted, a surer and more permanent reformation could be effected some other way.

We do not advocate that the rod should be banished from the school, and *never* used,—not at all; but we do say, every other means should be tried—not coaxing and flattering—not hiring,—but to the child every other appeal should be made, such as his honor, his desire of securing the confidence and respect of his teacher and schoolmates. It should be shown to him that the path of duty is the only one that will lead to success and happiness in life. If these all fail, and he is still rebellious and willful, then we have no hesitation in advising the use of the rod.

We have known teachers—we have seen them, and have been ashamed of the profession,—who would march around the school room daily, switch in hand, like a soldier upon duty, hitting first upon the right and then upon the left, while several seats in front might be seen the more timid dodging and the braver ones prepar-

ing to show fight. Before the teacher were the trembling and courageous : behind him were those who were smarting under the blow received, and others who were gesticulating, as if to say, "Old feller! you didn't hit me!" We have seen such manifestations as these in the school-room not a twelve-month ago : and if any teacher should be so unfortunate as to read this article, who has ever been guilty of the like, we hope he will be influenced to adopt a different *modus operandi*, or engage in some other duties ; for characters are too important, and souls are too precious, thus to be ruined.

But should any teacher ask, When shall I administer corporal punishment? this would be our answer : Only in cases of *rebellion* ; and what we understand by rebellion is, *willful disobedience, or obstinate refusal to comply with request.*

Forgetfulness is not rebellion ; carelessness is not : but *defiance* is rebellion. In a case of this kind, the good of the child and the welfare of the school call for the infliction of punishment upon the offender. Here we find the most painful of all the teacher's duties,—that from which he would gladly shrink, did not duty require it.

A few thoughts now to the teacher, by way of caution.

1st. The teacher, if possible, should convince the child that he has committed a wrong which is worthy of the punishment he is to receive.

2d. Endeavor to make the pupil feel that you are seeking his own good, laboring for his own welfare, and not gratifying any feeling of revenge on your part.

3d. Never punish after the pupil is conquered ; leave the matter there, if the first blow produces this result.

4th. When the painful duty is performed, put the rod or ferule, or whatever it may be, out of sight ; you had better burn it, than leave it where it can be seen. I call upon teachers to remember this. You cannot commit a greater mistake, than to leave the rod in sight to terrify the school.

It is no index of a successful school, for a visitor, coming in, to find a pile of sticks upon the desk, as if the teacher expected at any moment he might have need of them.

Pages might be written upon each one of these suggestions, but time and space will not permit. We leave them, and this whole

subject, for the careful consideration of the teachers of our State, and ask of you all, as to God we are accountable for our trust—important and eternity-lasting as it is,—to consider well every look, every word, every action, for you are making impress upon immortals.

---

## PAPERS FOR YOUNG SCHOOLMISTRESSES

BY OLIVIA ODELOT.



No. III.

### THE TEACHER'S EDUCATION.

Within a few years a great change has taken place in the views of the people, in regard to the necessary qualifications for a teacher; the feeling, which in many places has prevailed, that teaching is one of the lowest of all occupations, and that the instructor need not possess any special capability for his work—that “a person who could do nothing else, could teach”—is fast becoming a relic of by-gone days. Public sentiment has come to look at this work in a higher point of view, and to demand of those engaged in it, that they be thoroughly furnished for all their duties—as well those who teach young children, as those who are called to instruct pupils of maturer minds. Is not this demand just?

“’Tis education that must form the mind—  
*Just as the twig is bent, the tree’s inclined.*”

If the young mind is left in the care of those who are but half educated, in youth or manhood who shall undertake to straighten that which has become crooked? As well might yonder maple, upon which “somebody trod, when it was little,” be changed to the tall and kingly oak which stands beside it. Let no one think it of little account how the alphabet is taught—how the first elements of numbers, of geography, of reading and writing be given, if only the after education be correct. Any one who has had the care of youth, or who understands the human mind, will tell you that unless the child’s first teacher is a good one—one who understands what he is doing,—others, in later years, may labor hard, and yet never be able to undo all the evil done.



Such being the necessity for well educated teachers, what shall we do that it may be met? What standard shall we adopt, by which to determine whether we have attained to such a position?

Education, in the highest sense of the word, comprehends the work of a lifetime—yea, more, of eternity. From the cradle to the grave, we are all learners; and when the lessons committed here have been recited before the Great White Throne, we shall continue our pupilage through the endless ages of the life to come. No one, then, can wait to *complete* his education, before commencing to instruct others, else the world must forever remain without teachers. The question is, how much ought our minds to be disciplined and enlightened, our tempers corrected, our manners and habits formed, before we attempt to guide others in the way our feet are still pursuing.

It would be greatly unwise in answering such a question, to mark out so many studies, and say all who are acquainted with these will make competent teachers, while those who have varied from this course cannot so succeed; for no one would require that a teacher of an infant school should possess the same literary qualifications—should have finished the same extensive course of study, as one who presides over a college.

However, some things are indispensable to a teacher in any situation. There is no school in which we would not be expected to teach *reading* and *spelling*; and yet how few possess a good knowledge of these, let the hosts of poor readers and spellers, who may be found everywhere, even among those aspiring to the dignity of school-teachers, witness. We who are young in this work, should give especial care to make ourselves more efficient teachers in these things which lie at the foundation of all scholarship. The science of *Arithmetic*, emphatically the staff of business life, is one of the most important subjects with which we should be acquainted. In our district schools it is *the* study, above all others, which is taught; and it should be, in all its higher as well as simpler forms, very familiar to us. *Geography* is a study taken early in the child's school life, and it is usually one in which he may be very much interested, if the teacher is quick to take advantage of this fondness, by presenting it in a pleasant way, and also by combining with its facts some of the truths of *Physical Geography* and *History*. These sciences are so closely united,

that a knowledge of one is greatly aided by the others; and the deep interest awakened by so combining them, is pleasant to both teacher and pupil. *English Grammar*, which teaches us to speak and write correctly our "mother-tongue," certainly ought to hold a high place in our regard, both in its *theoretical* and *practical* nature. No school education should make any pretensions to perfection, until this most important of all branches is well learned,—until, from lips which should know better, we no more hear such words as "aint"—such sentences as "it is *him* or *her*," "she learned me this," and a host of others even worse. As teachers, we cannot give too much attention to the manner in which our pupils express their ideas in speaking or writing.

*Botany*, a science dealing so much with the beautiful and wonderful, should be numbered among the branches of our educational tree. Children of all ages love to study it, in its simple forms, even where a scientific knowledge of it could not be appreciated; and every lady, at least, should be able to teach it.

As we come to the higher studies, we find fewer of our teachers who have much acquaintance with them. Indeed, the question is sometimes asked, "Is it worth our while to study any thing which will not be of a practical value to us—that is, what we shall never be called to teach?" When it can be proved that the careful study of any science, however abstract or metaphysical, does not contribute to the making of a clear, sound mind, such as the teacher especially needs, then will be time to think of a question like the above. Until such a time comes, let us not be content with a knowledge of those things which we daily teach; but let us be continually reaching up after that which is higher, being assured that every new idea of which we thus become possessed, will help us greatly in these lesser duties. The standard of literary attainment, which most of our young ladies now seek, is too low: though generally it is a great improvement over the standards which have been before us in the past. Shall we not make it our aim to lift ourselves intellectually very much above where we now stand?

But it is not simply the *number* of text-books which we have been through—or *over*—that determines our education: they must have been *studied* carefully—been mastered: so that if every book on that subject were destroyed, we could make a new one, equally as good. Many have been students at our best seminaries, who

are not at all qualified to impart instruction in those branches they have been pursuing, because they have not taken the pains to get *distinct* ideas of them. The quick discernment of the scholar will soon detect if the teacher's knowledge be superficial; so that if he would maintain his self-respect before his scholars, and their respect, the teacher must have very much more than the *appearance* or the *assumption* of wisdom. "That which is worth doing at all, is worth doing well," should certainly be the motto of every one attempting to learn or to teach.

---

### REPORT OF THE COMMITTEE ON SCHOOLS AND SCHOOL LANDS.

The Committee on Common Schools and School Lands, to whom was referred H. B. No. 230, "*To abolish the office of State Commissioner of Common Schools,*" have had the same under consideration, and respectfully beg leave to

#### REPORT,

That it is their opinion that the duties which the school law devolves upon the Commissioner are of a character so important as to require the continued existence of the office. Before the creation of this office, and while its duties were in part performed by the Secretaries of State, these officers repeatedly and earnestly recommended to the Legislature that the general school interests of the State should be committed to a superintendent elected for that purpose. Their experience taught them that it was impossible to give an efficient supervision to school affairs, while other duties claimed their chief attention. And the same conclusion has been reached in a majority of the other States in the Union. Alabama, California, Connecticut, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Missouri, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Vermont and Wisconsin, have State superintendents of public instruction who devote their exclusive attention to this business. And so great has been the benefit derived from this office, that, so far as we are informed, there is no State in which, after trial, it has been abolished.

An examination of the statute creating this office, especially sections 50, 52, 53 and 54, will convince any one that the duties enjoined upon the Commissioner are vastly important to the best interests of the cause of education throughout the State. His visits to the different counties, and his numerous addresses, have proved acceptable and instructive to the people. So highly are

these labors appreciated, and so many have been the calls for such services, that Governor Chase in his last two messages earnestly recommended that the commissioner should be allowed assistants or deputies to aid him in the discharge of this work. His presence in Teachers' Institutes is in frequent requisition. Upon inquiry, we have learned that he has four engagements of this kind at present on hand, and to be performed within a few weeks.

An examination of his annual reports will show that much time and labor are expended in their preparation. The facts which they exhibit and the discussion of important educational measures which they embrace, render them exceedingly valuable.

The law requires the Commissioner to "exercise such supervision over the educational funds of the state as may be necessary to secure their safety, and right application, and distribution according to law;" and his interference and influence are often invoked for this purpose.

But service not enjoined by the statute has claimed the attention of the Commissioner to a greater extent than any other one duty. We refer to his correspondence with county Auditors, Boards of Education, Township Clerks, and other school officers, teachers and other parties interested in the successful operation of our school system. This correspondence has become extensive and laborious. In numerous instances where there has been disagreement respecting the just interpretation of the law, and where differences have arisen in districts, instead of suits at law there have been agreements to submit the questions in dispute to the opinion of the Commissioner, with a pledge to abide by his judgment and advice. Many of the questions thus submitted require careful investigation, and their answer can not be made the work of a few minutes. It is true that the Commissioner might decline this labor with the plea that the law does not require him to perform it. He might refer all such parties to the courts and to attorneys; but this course would give rise to a vast amount of litigation and involve heavy expense. We have reason to believe that the correspondence and advice of the Commissioner save the people of the State ten times the amount of his salary; and save far more than this in the prevention of friction in the workings of our educational machinery.

The expense of this office to the state is much less than is expended for the same purpose in many other States. For example, New York pays the superintendent and his deputy \$4,000 per annum; Pennsylvania, \$2,900; Massachusetts pays to the various superintending officers of her school system about \$8,000; California \$3,500; Alabama \$2,000, and Louisiana \$2000. These sums are exclusive of salaries of clerks, contingent expenses, etc.

With these facts and considerations before us, your Committee

are of opinion that the passage of the bill under consideration would prove injurious to the best interests of the State; that as a mere question of economy and retrenchment it would be unwise; that it would be utterly impossible for the State Librarian efficiently to perform, in addition to his duties as Librarian, one fourth part of the labor now performed by the Commissioner.

Your Committee, therefore, recommend the indefinite postponement of the bill.

DAVID REES,  
WM. B. COX,  
DENNISON STEELE,  
MANNING STIERS.

---

## Mathematical Department.

---

### NAMES OF THE PERIODS IN NUMERATION.

BY W. D. HENKLE.

I propose in this article to point out a mistake which has been fallen into by a few writers on Arithmetic in reference to the names of the periods beyond *duodecillions*, and also to suggest a new set of names for these periods.

In order that the mistake above referred to may be clearly seen, I append the names usually given: Millions, Billions, Trillions, Quadrillions, Quintillions, Sextillions, Septillions, Octillions, Nonillions, Decillions, Undecillions, and Duodecillions. These names seem to be well established by general usage. The only departure that I have seen from these names, is the single instance of *Quatrillions*, given by Pike in his *octavo Arithmetic*, and this is only another spelling of *Quadrillions*. Taking, then, these words as established, we should name the other periods in an analogous manner. Pike and Greenleaf writes *Tredecillions*, *Quatuordecillions*, *Quindecillions*, *Sexdecillions*, *Septendecillions*, *Octodecillions*, *Novemdecillions*, and *Vigintillions*. S. L. Loomis, in his *Normal Arithmetic*, gives the same, writing *Tridecillions* and *Septemdecillions*, and adding *Unvigintillions*, *Duovigintillions*, *Trigintillions*, *Quatuorgintillions*, *Quingintillions*, *Sexgintillions*, *Septemgintillions*, *Octogintillions*, and *Novemgintillions*. Heath's *Arithmetic*, and Ray's *Higher Arithmetic*, follow Pike and Greenleaf, except in the word *Novemdecillions*, in which *n* is used instead of *m*. Heath adds *Viginti-unillions*, *Viginti-billions*, *Viginti-trillions*; *Trigintillions*, *Triginta-unillions*, *Triginta-billions*; *Quadragentillions*, *Quadragenta-unillions*; *Quinquagentillions*; *Sexagentillions*; *Septugentillions*; *Octogentillions*; *Nonagentillions*, and *Centillions*.

Thomson writes "*Tredecillions*," and Tracy "*Tridecillions*." Holbrook, in his *Normal*, gives *Tridecillions*, *Quadrodecillions*, *Quindecillions*, *Sexdecillions*,

Octodecillions, Nonodecillions, Vigintillions, Unvigintillions, Duo-vigintillions, Trigintillions, Quadrogintillions, Quingintillions, Sexagintillions, Septaugintillions, Octogintillions, Nonogintillions, Centillions, Uncentillions, Duocentillions, and Millillions.

These are the only instances which I have found in consulting about fifty Arithmetics, in which the names of periods above Duodecillions are given. I object to these names which the reader will observe are not uniform, because they are formed on the names of the Latin cardinal numbers, and not upon the names of the ordinal numbers. Analogy, derived from the formation of the names up to Duodecillions, plainly demands the use of the ordinal numbers. From Millions to Quadrillions inclusive, there is no analogy. Quintillions, Sexillions and Nonillions, are plainly formed, not from *quinque*, *sex* and *novem*, but from *quintus*, *sextus* and *nonus*. This being the case, we are authorized in considering Septillions, Octillions, Decillions, Undecillions and Duodecillions, as formed from *septimus*, *octavus*, *decimus*, *undecimus*, and *duodecimus*, by striking off *imus* and *avus* and adding *illions*.

I give below the names commencing with millions, which is the base of the English system of numeration. The names of the periods after millions denote the respective powers of a million. For the benefit of those readers that are not familiar with the Latin ordinal numbers, I insert, in a parenthesis, after each name, Arabic numerals denoting the ordinal numbers used in forming the name. The value of one of the period is a million raised to a power denoted by the ordinal number.

#### NAMES OF THE PERIODS.

Millions (1), Billions (2), Trillions (3), Quadrillions (4), Quintillions (5), Sexillions (6), Septillions (7), Octillions (8), Nonillions (9), Decillions (10), Undecillions (11), Duodecillions (12), Tertio-decillions (13), Quarto-decillions (14), Quinto-decillions (15), Sexto-decillions (16), Septo-decillions (17), Octo-decillions (18), Nono-decillions (19), Vigillions (20), Primo-vigillions (21), Secundo-vigillions (22), Tertio-vigillions (23), Quarto-vigillions (24), Quinto-vigillions (25), Sexto-vigillions (26), Septi-vigillions (27), Octo-vigillions (28), Nono-vigillions (29), Trigillions (30).

Quadragillions (40), Quinquagillions (50), Sexagillions (60), Septuagillions (70), Octogillions (80), Nonagillions (90), Centillions (100), Primo-centillions (101), Decimo-centillions (110), Undecimo-centillions (111), Duodecimo-centillions (112), Tertio-decimo-centillions (113), Quarto-decimo-centillio  $\frac{2}{3}$  (114), Vigesimo-centillions (120).

Primo-vigesimo-centillions (121), Trigesimo-centillions (130), Quadragesimo-centillions (140), Quinquagesimo-centillions (150), Sexagesimo-centillions (160), Septuagesimo-centillions (170), Octogesimo-centillions (180), Nonagesimo-centillions (190), Ducentillions (200), Trecentillions (300), Quadringentillions (400), Quingentillions (500), Sexcentillions (600), Septingentillions (700), Octingentillions (800), Nongentillions (900).

Millillions (1000), Centesimo-millillions (1100), Ducentesimo-millillions (1200), Trecentesimo-millillions (1300), Quadringentesimo-millillions (1400), Quingentesimo-millillions (1500), Sexcentesimo-millillions (1600), Septingentesimo-mill-

illions (1700), Octingentesimo-millillions (1800), Nongentesimo-millillions (1900), Bi-millillions (2000), Tri-millillions (3000), Quadri-millillions (4000), Quinqui-millillions (5000), Sexi-millillions (6000), Septi-millillions (7000), Octi-millillions (8000), Novi-millillions (9000), Deci-millillions (10,000), Undeci-millillions (11,000).

Duodeci-millillions (12,000), Tredecim-millillions (13,000), Quatuordecim-millillions (14,000), Quindecim-millillions (15,000), Sexdecim-millillions (16,000), Septideci-millillions (17,000), Octideci-millillions (18,000), Novideci-millillions (19,000), Vici-millillions (20,000), Semeli-vici-millillions (21,000), Bi-vici-millillions (22,000), Tri-vici-millillions (23,000), Quodri-vici-millillions (24,000), Trici-millillions (30,000), Quadrage-millillions (40,000), Quinquage-millillions (50,000).

Sexagi-millillions (60,000), Septuagi-millillions (70,000), Octogi-millillions (80,000), Nonagi-millillions (90,000), Centi-millillions (100,000), Semeli-centi-millillions 101,000, Bi-centi-millillions (102,000), Discenti-millillions (200,000).

Trecenti-millillions (300,000), Quadrigenti-millillions (400,000), Quingenti-millillions (500,000), Sexcenti-millillions (600,000), Septingenti-millillions (700,000), Octingenti-millillions (800,000), Nongenti-millillions (900,000), Milli-millions (1,000,000).

It will be observed that words ending in *o* represent numbers to be added, and those ending in *i* represent multipliers. When two words end with *i*, the sum of the numbers indicated is to be taken as the multiplier. In each the last word indicates the number to be increased or multiplied.

It is desirable that writers of Arithmetic should adopt these names when they pretend to give those above *duodecillions*, and that teachers should use them when exercising their pupils in reading very large numbers. The highest number of figures ever encountered by any mathematician in his investigations is 618. The reading of such a number demands the names of the periods to primo-centillions in the English method, and primo-ducentillions in the French.

**TEACHERS' INSTITUTES.**—Our friends everywhere will permit us to call their attention to the importance of beginning at once to make preparations for the Institutes that are to be held during the summer vacation. See to it that you have selected a competent corps of instructors; and that the teachers in your various localities are thoroughly aroused. Spare no exertions to get a good attendance at your meetings. There is every thing in the sympathy of numbers. Procure good lecturers for your evening entertainments. Much may be accomplished in this way toward getting up an interest among the people for the cause in which you are engaged. And unless their sympathies are with the teacher, his task will be a hard one indeed. It should be his first aim, therefore, to enlist them on his side. We know of no more effectual way of doing this than by calling them together to listen to addresses from live men, who have their hearts in their work.

The friends of Public Schools at present seem to be wanting in activity almost everywhere, while their foes are active, persevering, and determined. The fact that it has been simultaneously attempted to cripple the efficiency of the School System in several of the leading States, is food for serious thought. It is vain to try to disguise the fact that we are losing ground, and if we would retain the ground we already have, and recover what we have lost, we must be up and doing. We need earnest and persistent work. For these reasons, the Institutes of the coming summer ought to excel all their predecessors in their numbers and enthusiasm.—*Journal of Progress.*

## Editorial Department.

---

### OUR SCHOOL ACCOUNTS POSTED.

"Watchman, what of the night? How stands the school accounts of Ohio? Is the course of popular education onward and upward, or backward and downward?"

Inquiries like the above frequently reach us; and as we are situated at the center of the State, with facilities for surveying the entire field of school operations, it is not unreasonable that answers are expected by those who thus seek information. We wish now briefly to give such replies as our knowledge of the state of things will permit. Some may judge that the picture which we draw is of a deeper shade than facts warrant; while others will be of the opinion that we paint it in colors brighter than truth justifies. This will depend upon the standpoint occupied by different observers. Those of our readers who find everything about them relating to school interests pleasant and prosperous, will very likely be surprised when told that there are certain threatening clouds skirting our educational horizon, which some fear are destined to spread over our skies, shutting out our sunlight, and ultimately pouring down a deluge to sweep our school system from existence. They see around them no signs of danger, and have no fears that there will be "much of a shower after all." On the other hand, there are those who in their localities have experienced serious difficulties from the opposition which has been waged against their school operations. The enemies of their schools have been earnest and persistent in their efforts to break them down, and to set things back to the condition in which they were ten years ago. The salaries of some Teachers have been reduced; the existence of their High Schools has been threatened; a prejudice and clamor have been excited against the office of local Superintendent; and the imperative necessity for new school buildings has been disregarded. To such parties it will seem that our general school law and all the educational hopes of our State are drifting straight upon the rocks of destruction. With countenances mournfully elongated, they are uttering Jeremiads over what they deem the speedy downfall of our holy Jerusalem; and whatever of hope and confidence this article may embrace, will be to them like the sound of laughter upon the ear of the despairing.

We are quite ready to admit the fact that our skies are not entirely cloudless. In some parts of the State a reaction in regard to school interests is apparent. This fact was indicated in our recent General Assembly, as mentioned in our last number under the head of "Vandalic." But we are far from believing that these reactionary forces are destined to prevail generally throughout the State. Indeed, we are fully persuaded that they will ultimately accomplish far more good than evil. They are adapted to arouse the friends of our school system from their state of inactivity, and to send them again to their work as in former years, when their labors told effectively upon the advancement of the cause of



popular education throughout the State; and when the title, "An Ohio Teacher," was throughout the land a synonym for energy and devotion to public intellectual improvement. This is at present our one needful thing.

If we look at the State as a whole, and at the general expression of popular opinion in regard to school matters, we see nothing which should discourage any who are not constitutionally faint-hearted. It is true that our Library Law has been repealed, but the causes which led to this action were shown in our last number not to be prophetic of further mutilations of our school law. The bill to abolish the office of School Commissioner, was voted down by ten to one; and the various other measures which were introduced for the purpose of crippling our school operations met a similar fate. Excepting the Library Repeal, not a single act was passed which the friends of education can regret. The law authorizing Boards of Education to condemn sites for school houses, is one of high importance and value.

There never has been a time when the indications of popular interest were more decided than at present. Notwithstanding the severity of the financial pressure, in all parts of the State fine school houses are in progress of erection, and Teachers of the highest qualifications are in demand. Our Normal Schools are largely attended, and Teachers' Institutes are popular and prosperous. Mr. Holbrook writes us that one hundred and fifty pupils are in attendance on his school, and that the institution was never more prosperous than at present.

We are aware that there are localities in which educational movements are experiencing some hindrances. Opposition has become incorporated and determined. This is true, so far as we are informed, only in certain of our smaller cities. But even in these cases the opposition is not to what are termed *common* schools, but to *high* schools, and the office of Superintendent. We are decidedly in favor of high departments in our graded schools, and for more reasons than we can now take time to state. We believe them worth more than they cost; but it must be acknowledged that they sometimes cost enough to justify a little grumbling. We have known high schools of thirty pupils to cost more than three common schools of two hundred pupils. A good Superintendent costs as much as four common Teachers. Not appreciating the importance of the high school and Superintendent, many have urged that they be dispensed with. But thus far no serious evils have resulted from this movement. Not a high school, so far as we know, has been given up,—not a Superintendent dismissed. Should money matters become more easy, we shall soon cease to hear of these matters. Our schools cost the people four millions of dollars annually, and for this and for other purposes the burden of taxation during these hard times is severely felt.

In some places the tide is already turning, and the course of high school instruction is advanced. Sandusky has felt the financial pressure of the times quite as seriously as any other town, but from the *Register* we clip the following:

"SANDUSKY SCHOOLS.—At the organization of the Free School System of Sandusky, a rule was established prohibiting instruction at the public expense, of any language but the English, which has ever since remained in force. At the annual meeting of the district on the 9th inst., this rule was rescinded by a unanimous vote, and the Board left free to prescribe any course of study consistent with the school law.

At this meeting, F. M. Follet and J. G. Pool were elected to the Board by a large majority. The total vote polled was about 800."

It is our opinion that a chief cause for discouragement in regard to educational interests, is found in the fact that our *State Teachers' Association* has almost entirely ceased to be a power for good. Once it flourished like the bay-tree; but for the last few years it has withered like the fig-tree which Jesus cursed. In its earlier days it worked with a will, and accomplished much good. But of late it has done little except once a year to make a public exhibition of premature age and feebleness. It may be well to inquire the cause of this decline and decay.

When the Association undertook the establishment, endowment and management of a Normal School, it assumed very heavy pecuniary responsibilities. The trustees were mostly Teachers, scattered from Dan to Beersheba, *i. e.* from Ash-tabula to Cincinnati. They could not often meet for the transaction of business, and the institution was left to drift with adverse currents. Debts accumulated, and the cry "give! give!" was continually heard at all meetings of the Association. This remorseless dunning at length became a disagreeable amusement to many of our Teachers whose salaries left them no surplus funds. They found little pleasure and less profit in such meetings, and abandoned the Association. Other causes may have operated to this end, but pecuniary embarrassment has been the chief trouble.

But an efficient and influential Association of Teachers is indispensable to the best interests of our schools. The general administration of our system is not well provided for by the statute. In this great State of eighty-eight counties we have but one Superintendent, the same as Connecticut has with but eight counties. Our Superintendent has no deputies, and we have no County Superintendents. The *office* duties, such as correspondence, etc., (see Report of Committee,) leaves him but little time for traveling and lecturing through the State. This deficiency can, to a considerable extent, be made up by appropriate efforts on the part of our Teachers.

We trust that our State Association is about to arise and come up to the help of our school system. The causes of its backset no longer exist. It has no Normal School to provide for—no Journal to support. Both *Hopedale* and the *Monthly* depend upon Providence and themselves for a living. Both are better off without than with the guardianship of the Association, and that, in turn, is better off without their care.

The next meeting of the Association will, we trust, be of interest and profit to all who attend. It will be held in the central and pleasant city of Newark, and Teachers will receive a generous greeting from the intelligent and hospitable people who there abide. Ample private accommodations will be provided for ladies, and gentlemen will find pleasant homes at the hotels. We recently visited the Newark Schools, and found them in excellent condition. We know of none better. Where there are good schools there are good, whole-souled people, who will treat with due consideration the Teachers of the State.

The President, Mr. HANCOCK, and the Chairman of the Executive Committee, Mr. WHITE, are *live* men, and all exercises will be arranged and directed in the best manner. May we not hope that the Newark meeting will be of a character to remind us of the good old times of years ago?

**SCARCE**—Monthly News in our present number. The cause of this deficiency we will not take the time to state. But if any of our readers are particularly anxious to know what it is, why they can call at this office and inquire. The information thus obtained must be considered as strictly confidential.

---

**PLENTY**—Excellent articles in this number of the *Monthly*. Mr. POTWIN's speech does credit to the head and the heart of the author. Mr. HANCOCK's "Homes" is just what might be expected from one who bears so patriotic a name, and bears it worthily. Read it, O friends, and see if you can not put a few improving touches to your homes. All our readers will hail with pleasure the re-appearance of Mr. COWDERY's name. Few men have done so much for the public school cause; but for a few years past we have not heard from him with the frequency which all have desired. Mr. TWITCHELL's able article was written before he had seen that of Mr. LEGGETT upon the same topic, which appeared in the *Monthly* for April. The subject is an important one, and as these prominent Superintendents of X. and Z., one a clergyman and the other a lawyer, take somewhat different views of birchtimber, we concluded that both should be heard. If any of our readers think that we are treating them to more *corporate punishment* than they stand in need of, we beg leave respectfully to express our doubts in the matter. All of Miss ODELOT's articles are among the very best that we have ever seen on those subjects. Each is an apple of gold. They are adapted to interest and instruct Young Schoolmistresses. The report in regard to the decapitation of the School Commissioner, written by Mr. REES, is a trifle the best thing ever got up in an Ohio Legislature. Our word for that! Mr. HENKLE's mathematical article is worthy of that eminent Teacher and Author.

---

**OUT OF PRINT**—The January number of the *Monthly*. It will be reprinted during the present month, and mailed with the June number to all who have not already received it.

---

**A LITTLE ROOM YET**—On our subscription books. We would like to see it all filled up with names, each good for one \$.

---

**ON HAND**—A number of communications written for the *Monthly*. They are like Jeremiah's figs—some very good, and some not. We positively refuse to allow writers to complain because we do not see fit to publish their contributions. They are bound to take it joyfully.

---

**MAY BE EXPECTED**—A full supply of items of news, notes and queries, etc., in our next number.

---

**GONE EAST**—our collaborator F. W. H. Cause why? He recently graduated at a *Law School* in Cincinnati, and very naturally chose to keep out of the sight of his friends for a few weeks, till the impression shall wear off.

# Official Department.

---

## CIRCULAR TO SCHOOL OFFICERS,

EMBRACING THE SCHOOL LAWS ENACTED DURING THE RECENT SESSION  
OF THE GENERAL ASSEMBLY.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., April 20, 1860. }

GENTLEMEN: The following school laws were enacted during the recent session of the General Assembly:

### AN ACT

To repeal the school library tax.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the fifty-eighth section of the act of May 4, 1853, to provide for the re-organization, supervision and maintenance of common schools, so far as it relates to the assessment of taxes for the purpose of furnishing and increasing school libraries and apparatus, be and the same is hereby repealed.

SEC. 2. This act shall take effect on its passage.

RICHARD C. PARSONS,  
Speaker of the House of Representatives.  
ROBERT C. KIRK,  
President of the Senate.

March 10, 1860.

---

### AN ACT

Supplementary to the act entitled "an act to provide for the re-organization, supervision and maintenance of common schools," passed March 1, [14,] 1853.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That it shall be lawful for any board of education, organized under the act passed March 1, [14,] 1853, entitled "an act to provide for the re-organization, supervision and maintenance of common schools," or organized under the act passed February 21, 1849, entitled "an act for the better regulation of the public schools in cities, towns, &c.," in every case where it may be necessary, to procure a school house site, and the said board of education and the owner thereof shall be unable, from any cause, to agree upon the sale and purchase thereof, to make out an accurate survey and description of the parcel of land which the said board of education may desire to appropriate for school house purposes, and file the same with the probate judge of the proper county, and thereupon the same proceedings of appropriation shall be had which are provided for by the act entitled "an act to provide for compensation to the owners of private property appropriated to the use of corporations," passed April 30, 1852, and the various acts amendatory and supplementary thereto.

SEC. 2. This act shall take effect upon its passage.

RICHARD C. PARSONS,  
Speaker of the House of Representatives.  
ROBERT C. KIRK,  
President of the Senate.

February 10, 1860.

## AN ACT

Supplementary to an act entitled "an act for the support and better regulation of common schools in the town of Akron," passed February 8, 1847.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the board of examiners for any city, town or village which has adopted the above recited act, and the acts amendatory thereto, shall state in the certificates they issue to teachers the period of time for which said certificates shall be valid, which period shall not be less than six months nor more than two years, and no certificate shall be valid for any other period than that named in it.

SEC. 2. No person shall be permitted to teach in any of the public schools of said city, town or village, without such certificate, or for any other time than that specified in said certificate.

SEC. 3. This act shall be in force from and after its passage.

RICHARD C. PARSONS,  
Speaker of the House of Representatives.  
ROBERT C. KIRK,  
President of the Senate.

Passed March 19, 1860.

## AN ACT

To prevent and punish malicious injuries to church edifices, school houses, dwelling houses, and other buildings.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That if any person shall wilfully and maliciously injure any church edifice, school house, dwelling house, or other building, not being his own property, or in any way disfigure the same with paint or otherwise, or deface the same by painting thereon any obscene words, figures or devices, or by posting thereon any paper or other material bearing such words, he shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not exceeding ninety days, or both said punishments, in the discretion of the court.

RICHARD C. PARSONS,  
Speaker of the House of Representatives.  
ROBERT C. KIRK,  
President of the Senate.

Passed March 24, 1860.

## JOINT RESOLUTION,

In reference to Common Schools.

*Resolved* by the General Assembly of the State of Ohio, That the Commissioner of common schools be and is hereby instructed to communicate in his next annual report the following information, viz: The annual cost for sustaining schools in the years 1858, 1859 and 1860 per scholar in average daily attendance; also, a tabular statement, showing the annual cost in each county for sustaining schools for the same years per scholar in average daily attendance.

RICHARD C. PARSONS,  
Speaker of the House of Representatives.  
ROBERT C. KIRK,  
President of the Senate.

Passed March 21, 1860

In addition to the foregoing, the following named acts were passed. As they are not of *general* interest, the titles alone are here published.

An act to amend section three of an act entitled "an act to provide for the regulation and support of the common schools in the city of Cleveland." passed March 26, 1859.

An act to authorize the lessee of lot No. 3 of ministerial section No. 29, in the township of Wesley, in Washington county, to surrender his lease and receive a deed.

An act to extend the time of payment for the north-east and south-west quarter of the north-west quarter of section thirty-two, township nineteen, range nineteen; the west half of the south-east quarter of the south east quarter of the south-east quarter of section twenty-eight, township nineteen, range nineteen; and the east half of section nineteen, township nineteen, range twenty, school lands in Morrow county, Ohio.

An act to extend the time of paying school section eight, Ward township, Hocking county.

An act authorizing the sale of certain lands devised for school purposes.

An act to amend section four of an act entitled "an act to incorporate Neville institute," in the county of Columbiana, passed March 10, 1837.

An act to extend the time of payment for school section number sixteen, York township, Belmont county.

An act to authorize the board of education of the city of Columbus to raise money for the erection of school buildings.

An act to extend the time of payment of section sixteen, township seven, range eight, school lands, in Noble county, Ohio.

Your truly,

ANSON SMYTH, Commissioner.

---

#### TIME OF NEXT MEETING.

At a meeting of the Executive Committee in Columbus in December last, the Chairman was instructed to correspond with the leading members of the Association in regard to the time of the meeting at Newark. To avoid the labor of this correspondence, I would invite through the *Monthly* suggestions from those interested. The Committee desire to fix the time so as to accommodate the greatest number. As the fourth of July falls on Thursday, it will be necessary to meet on Tuesday and Wednesday of that week or during another week. Suggestions as to the time addressed to me before the 15th of May, will be duly considered.

E. E. WHITE,

*Chairman Ex. Com. O. T. A.*

PORTSMOUTH, April 16, 1860.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

---

JUNE, 1860.

---

---

Old Series, Vol. 9, No. 6.

New Series, Vol. 1, No. 6.

---

---

A TOPIC FOR THE PRESENT DAY.

BY ROBERT ALLYN.

It will not be denied by any friend of our Common School system, that if we are not just now in great danger of losing what we have so hard and so long contended to gain, we are at least in danger of being compelled to wait much time, in order to be made certain of the fruits of what we had regarded as a well won victory. The reference is, of course, to the retrograde movement begun during the last winter by the repeal of the clause of the School Law relating to Common School libraries. No man who was actively engaged in the great battle which finally established our school system, will deny that this part of the law was highly desirable at least; and that most will claim that it is a necessary part of the system. It has, however, been repealed; and whatever of prospective good there was about it has disappeared.

It is, therefore, eminently proper to consider what we ought to do under these circumstances. Before, however, there has been a general rally and inquiry as to what shall be done, let us have time and space to suggest, that there is not the slightest occasion for despondency on the part of the friends of education. The blow that has been struck—though evidently designed by many as only the precursor to, or feint to prepare the way for others more

vigorous and radical,—is nevertheless by no means a fatal one, nor one that cannot be easily warded off. It at first seems to have carried, as by storm, one of the advance outposts of the whole common school system in our State. But when we look at it rightly, we shall find that its guns have neither been turned upon the garrison nor spiked. The thousands of library books scattered all over the State, are yet pouring out upon the ranks of ignorance their living fire, and sweeping away whole hosts of enemies. What has been done has not at all impaired the main works of our defense or aggression, and every gun of our friends is still in good condition and ready for use.

Don't be discouraged, good friends of education in all parts of the State. One very excellent part of the school law is gone, but it does not weaken the rest. And our duty is to recover our ground. But how shall we recover it? Why, evidently, just as we gained it at first, by dint of hard discussion and thorough and complete examination of every objection and argument that can be brought against any system of common school education.

Let the friends of our schools remember, that all good causes in this world have really gained more by what everybody—friends and enemies too—called a defeat, than by what they called a victory. This may seem paradoxical. But it is true, notwithstanding. We suppose we are defeated in regard to the library clause of the school law; and it is not possible to call it by another name. But it is quite likely to prove to us exactly what the falls of Auteus, in his ordinary wrestling matches, were. Whenever he fell to touch the earth, he became twice as strong as before. And never did this law fail him, till he met Hercules, who could strangle him while holding him in his arms. So our law has only had a fall from which it will be certain to rise again with renewed strength, unless some Hercules has taken hold of it and lifted it in the air to throttle it. A supposition not very probable, as it is far more likely to prove a Hercules to its enemies.

Let us again remember that this common school system does in this but share the fate of all other excellent things. It has an every-day battle to fight: an every-day victory to win. It is in this respect like the Christian religion, which has in every generation—if not twice or thrice in every generation—to go over the same ground and chastise and annihilate the same foes. So the



great and holy cause of the people's education has to be fought over about once in every ten years. It is so in old Massachusetts and Connecticut, where the system is more than two hundred years old, and where it grew up with the commonwealths themselves. No friend of public schools dare in those States lay down his arms. He knows how subtle is the enemy with which he contends; and hence he is not ashamed to go over the same old controversies again and again. And why should not we understand this point, and remember that when we have gained a victory once, we must win the same again, with the same weapons and on the same ground, though with very different foes.

We have to contend with the avarice of many otherwise good men. We must encounter the prejudices of others who feel that education does really unfit men for the common labors of life. We must fight against the fears of others, who have been taught to believe that learning is necessarily infidel in its tendencies. Then we must overcome the stupidity and indifference of others, and the too arrogant pretensions and pedantry of still others. And when one of these classes is overcome, the others will surely attack us till the defeated combatants can rally again.

Our only way in these successive battles, in the same and different generations, must be a constant recurrence to first principles. Each new generation of men must for itself examine and decide all the practical questions of life; and what more interesting and important question than this of common and universal education? Do not then let us be at all discouraged, if, while we have been partially asleep, the present generation—many of whom did not hear our discussions of twenty years ago, nor even those of ten years since—are not as fully enlightened as to all matters of policy and interest as we ourselves are, or as they ought to be. We must discuss over again. The first principles must be again examined and reaffirmed before another class of men. Our whole cause must be taken before the great supreme court of errors for our land—the common people themselves—and there it must be reargued, and the verdict given once more. And if we have to try it over every ten years, from this time onward, are we not able to do it? and to win at every rehearing, if we will only be diligent and energetic enough?

Here are some of the points on which we must dwell with more

emphasis and with greater frequency. They are simply named here, not to be argued. They are only thrown out as points to which we must direct the attention of all men, and which we cannot expect ever to settle so that they shall never again be called in question.

1. Every child has, by the laws of its own nature, a perfect right to so much education as shall fit it to be a decent companion for its neighbors.

2. The child not only has this right, but it is both the privilege and the duty of the community to give this education.

3. The property of the community, without respect to the families of the property owners, is under solemn obligation to educate the children of that community.

4. Education—including both discipline and enlightenment, or information—is cheaper and better than punishment, to restrain the evil propensities of man's nature.

5. No community can have its children tolerably, or even partially educated, unless the whole are put under a course of discipline and training.

Now these propositions must be discussed over and over again in every school district of the land, and the discussion must be for every generation. They ought to be put on every school house door, and mooted in every village and county lyceum, till all the people believe them: and then the school system would stand at least ten years at a time. And we must not flatter ourselves that because these propositions appear to us self-evident, that they are, therefore, self-evident to all mankind. Self-evident propositions are exactly the ones which men at this day are doubting most of all. And hence the need of reiterating them more and more frequently—especially such as these, which, while they are very old, are still very full of the marrow of thought and of the elements of power.

Let us, then, rise up once more and make the State ring more than ever with the din of earnest discussion; and if we do not win back the exact position which we lost, we shall most certainly gain an advanced one, and one which shall more than compensate for all losses and labors.

## V SUPERINTENDENTS AND SUPERVISION.

BY ALEX. DUNCAN.

Man is fallible. At no time is he wholly exempt from the possibility of error. He may adopt false principles; and acting thereon his conduct *must* be wrong. Or, his principles and premises may be right; and even then his reasoning and his conclusions *may* be wrong.

The *goodness* of the cause to which he devotes himself is no *sure* safeguard against mistakes, or even grave errors. It may be highly praiseworthy, and every way important to himself and the community at large, and yet, the means he employs for its promotion may be of doubtful utility. Some of them may be without adaptation to the exigency—others superfluous—and others still too cumbersome, or expensive.

All this is, of course, true of any system of education we may adopt. Considered in its relations to individual minds—in its relations to the community—the State—the world, nothing can be more important than the proper training, mental and moral, of the youth of the land. Everywhere it is admitted, that nothing calls for wiser counsels,—for more enlightened and careful legislation;—that if any great public interest demands constant oversight, and justifies the most liberal expenditure, it is *this*.

Our Public School system is the natural outgrowth of these convictions; and the legislation creating it is justly regarded as a monument of human wisdom. Yet, it is quite possible that imperfection and error may be found in its most essential features. Indeed, it has been assailed repeatedly, on the one hand for its injustice and partiality, and on the other, for its intricacy and oppression. The office of State Commissioner seems to be peculiarly obnoxious to some; and, more recently, has the office of town or city Superintendent elicited its full share of animadversion. *Thus* the very *principle of supervision*, whether required, or merely permitted, by the law of our school system, is assailed.

That more widely extended supervision devolved upon the Commissioner, I gladly leave to the care of such men as Canfield, Rees, Rice and Lewis; while I pursue the humbler inquiry,

whether the office of Superintendent of Graded Schools is justly chargeable with being, as some declare, "*a useless incumbrance*;" or as others, "*a real impediment in the way of true progress*;" or as still others, "*a source of useless expenditure*."

The railroad, the telegraph line, the cotton factory, and almost every other institution combining capital, and requiring the labor of many individuals acting in different capacities, must have its superintendent. Does it follow, that, where ten, twenty, forty or more teachers are engaged conducting as many different graded and classified schools *they* also need a superintendent?

It will not be denied that the railroad interest may be managed, *after a fashion*, without any such officer. Give the engineer his locomotive—his fireman, water and fuel, and what more does he need? Give the conductor his cars, and his brakemen, and what more does he need? Now let each understand his duty and his position; and let both be inspired with a proper desire, each in his own sphere, to serve the public, and will they not succeed? will not the train move just as easily and swiftly without farther supervision as with? But when and where are they likely to meet the train coming from the opposite direction? At what rate must they move to keep clear of the next that follows? At what stations must they stop?—where find wood and water? At what hour must they reach their destination? How is the track twenty, or even ten miles in advance of them? Questions like these show at once the absolute necessity of some one mind competent to supervise and direct the whole, where only *material interests* are at stake.

Is this less obvious where the *educational interests* of a community are concerned?

I. Let us make this inquiry, first, in relation to school-rooms, and the furniture and apparatus requisite for them.

That these have an important bearing on success in study need not be shown. Anything calculated to distract the mind must, in the nature of the case, interfere with its legitimate operations, and, that seats and desks uncouth, uncomfortable and out of all proportion to the size of the pupils for whom they are intended (as they too often are), have been most effectual in this direction most can testify. Who shall prevent the introduction of such nuisances? Who shall remedy such deficiencies already existing? Who

shall ascertain what is needed? The Board of Education? One of these gentlemen is a merchant wholly occupied with buying and selling. Another is a lawyer, equally absorbed in the business of his profession. Another is a physician, and he must hold himself in readiness for his patients. Another is a mechanic, and he has hardly a moment to spare from the duties of his own vocation. Thus it is ordinarily with each member of that body, and who shall blame them? Are they under greater obligations to devote time and talent to the proper furnishment of school rooms for the community at large, than others?

But this has been effectually tried. A magnificent school building was erected scarcely ten years ago, in one of our smaller inland cities. The Board of Education consisting of intelligent business men, were anxious to have every part of it adapted to the business of instruction, and so devolved the duty of providing for warming, ventilating and heating the rooms, upon one of their own number. The choice fell upon him *first*, because he had more leisure than his associates, and *second*, because he was *once* a teacher. The warming apparatus, after costing thousands of dollars, and proving itself not only inefficient, but a nuisance and a torment, was thrown out. Two-thirds of the seats and desks were dispensed with for the same reason, and the remaining third, by far the best part of it all, after being altered and repaired at considerable expense, is now only tolerable and will be borne with no longer than is absolutely necessary. Such blundering and waste could not have occurred under the immediate supervision of a competent superintendent.

The time was when saw-mill slabs, supported by hoop-poles, were esteemed quite good enough for school-room seats: when an equally primitive arrangement stuck to the wall, furnished the only desk accommodations! A map or a chart, or even the simplest article of school apparatus would have been an unwarrantable innovation and extravagance. What has been done can be done, and such, therefore, might be our condition now if we could not help it. But who, with almost innumerable aids of the most beautiful description in the form of school apparatus, at hand, would think of returning to our old fashioned ways? Yet *who* shall judge of the necessities of the case? Who shall determine what is wanting, and what is expedient, all things considered? One

teacher has seen or heard of this and the other contrivance to aid him in his work. One would like this system of charts and another that. One prefers the Pelton, another the Mitchell, and still another the Cornell outline maps: and some regard the possession of them all as not only desirable, but almost indispensable. To whom may the Board Education look for light to guide them amid these vexing and contending claims? Why yield to the tastes and preferences of *this* teacher rather than of *that*? Having their own affairs to manage, they cannot be expected to devote the time necessary to investigate and decide on the *real merits* of these matters. And if they could, *these* are not questions, for the right determination of which, their several callings furnish any *special* qualifications. Hence the necessity, in this regard also, for a competent superintendent.

II. But it is time to inquire, *secondly*, as to the relations of this officer to the grading and classification of pupils.

In other days the only grading considered needful consisted in filling up the school rooms with the boys and girls, to their utmost capacity, and no matter how miscellaneous. If one room could seat sixty, seventy, or a hundred, it was filled accordingly, with little or no regard to the attainment or ages of the scholars. Another of the same or different capacity was then filled on the same principle; and so on, until all the rooms necessary for 500, 1000 or more pupils, were crowded full.

But a *better way* has been discovered. It has been found best, in every regard, so to grade the pupils that those of the same attainments may be enrolled in the same department. Consequently in the first grade of the primary department will be found all beginners, there to continue until they can read and spell such easy lessons as are found in almost any of the "first readers" in common use. Other attainments in knowledge are, of course, expected to correspond. In the next, or senior grade of this department, will be found all those far enough advanced to enter upon and complete the course of study prescribed for it. If the several grades are wisely arranged, the studies and exercises of one will be a natural introduction to those of the next; and in this manner the pupils will be advanced from one to the other up to the High School Department, where the course of study is completed. On this principle, it is obvious, that, to profit by the

studies of any grade above the first, the studies of those below it must be mastered. But how shall this be ascertained, with respect to the applicants who wish to enter? A hundred or more such present themselves on the first day of the school year. *Where shall they be enrolled?* And thirty, forty or more who wish for admission on the first regular admission day thereafter, how shall *they* be disposed of? And then the stragglers, who on account of sickness, or other insuperable obstacles, could not make application before: to what places shall *they* be assigned? Evidently to such as their actual attainments qualify them for. But how shall this be ascertained? Shall they go to such schools as they think best, or to those to which their tastes and inclinations might direct them? Of course not, *if* the principle of classification is to be maintained: *if* the true welfare of the applicant is to be considered. Take a representative fact in illustration. A lad of fourteen makes application for membership in one of your schools. His appearance and apparent intelligence indicate the grammar school as the place for him. But you have learned that *these* are frequently deceptive, and you inquire what reading book he has. It proves to be the Fifth Reader, the very book used in that department. You ask him to read a paragraph selected at random. This is sufficient to beget some doubt in respect to his qualifications for the grammar school. But you make all due allowances for embarrassment and thus charitably account for his stumbling, hesitation and mispronunciation. Your next inquiry has chief reference to orthography, and you direct him to take that crayon and write on the black-board this sentence, viz: "He who writes on the rights of man, or attempts to portray the rites and ceremonies of religion, practiced by separate nations, has no common task to accomplish." After many erasures and amendments he is through, and it stands thus—"he who rites on the wrights of man or attempes to pourtra the rites and ceremones of religon practized by seperate nashons has no comon task to akomplish." Now you are more in doubt than ever. But you remember our "*barbarous orthography*;" and, as to his *chirography* you farther remember, that of some of our greatest men has resembled *turkey-tracks* more than penmanship, and hence you still hope for better things. You next inquire as to his knowledge of arithmetic, and ask, how far he has advanced therein. "I hardly know, sir," he replies, "but I have

been several times almost through this book"—handing you at the same time Ray's Third Part. "Candidates who enter our Grammar School," you observe, "are expected to be familiar with common arithmetic as far as through common or vulgar fractions. You know all about them?" "Yes, sir." You then direct him to construct, first a compound and second a complex fraction out of the simple fractions  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{5}{6}$  and  $\frac{11}{3}$ , and then find the quotient of the former by the latter. After a long time he presents the result thus: Compound fractions— $\frac{1}{2} + \frac{2}{3} + \frac{5}{6} + \frac{11}{3}$ ; complex fractions— $\frac{1}{2} \times \frac{2}{3} \times \frac{5}{6} \times \frac{11}{3}$ , and confidently observes, "that the division asked is *impossible*, because the latter is greater than the former." Of course, nothing farther is needed to satisfy you that the Secondary School is the very highest which he is qualified to enter, and he is assigned accordingly.

Now this process, or a similar one, is just as necessary in the case of every new applicant as in this; for suppose, taking his appearance, age, and declarations as sufficiently indicative of his real standing, you had placed him in the Grammar School, what could have been more injurious to him as a pupil? Not understanding the principles and previous steps necessary to enter upon the studies here pursued, how certain is he to flounder on for a few days, or weeks at farthest,—become discouraged, and fall out entirely! And yet such cases must be of continual occurrence, or the very principle of classification must be abandoned, where the superintendent is not present by faithful examination to prevent.

Even the testimony of reputable teachers cannot always be taken. A young lady of 18 or 19 years of age, from a distant city, presented herself for admission to the High School. Her age, intelligence, self-possession and lady-like manners, were altogether in her favor, and when she handed to the superintendent a beautifully printed certificate duly filled up, and bearing the sign-manual of a distinguished teacher, occupying a high place in the public schools of that city, testifying that she had passed through the Grammar School under his care, and, having entered upon the studies of the High School, had pursued them for a little time, entirely to the satisfaction of her instructors and with great credit to herself, he ventured to waive an examination, and her name was immediately enrolled in accordance with her desires. In one month thereafter it became evident, that without much greater



exertion on her part she must soon fall below the requisite standard of scholarship. She was so informed, and struggled on through another month, but with no better results. Already it had become obvious to the superintendent, that a faithful examination, in accordance with his usual custom, would have saved her friends the mortification always attendant on removal from the High School to the grade below.

Is anything farther needful to show the importance of constant and faithful supervision in the management of our graded schools?

But there is another branch of this duty which cannot be overlooked without the greatest detriment, viz: The examination of the classes to be transferred from one grade to another as they become prepared. The teacher of any school understands the course of study prescribed therein, and he knows when the pupils have completed that course. But it has been ascertained by actual experiment, that not a few *pass through* these studies without mastering them. Such are unprepared to go forward. To promote them will be the surest way to injure, if not ruin them. They ought, therefore, to be kept back; and will be, where a vigorous and efficient system is maintained. How shall such be found? Only by a patient and rigid examination of *all* such candidates. Thus those who are found to have made the requisite progress will receive the certificates to which they are entitled and be promoted accordingly, while those who prove to be deficient will remain until qualified to pass in like manner; and I need hardly add, that this examination is a labor which neither the teachers nor the Board of Education can be expected to perform.

[CONCLUDED NEXT MONTH.]

---

✓ ARITHMETIC.

BY G. W. HOUGH.

The science of Arithmetic being so intimately connected with our every day pursuits, must of necessity have been of very ancient origin. Though in its first crude state it existed only in the merest elements, without classification or system, yet it was none the less Arithmetic. To go back and endeavor to determine the

exact time of its invention, would be a fruitless task and one of but little practical worth at the present day.

We know the ancient Greeks and Egyptians had considerable knowledge of numbers, more than two thousand years before our era; yet before the beginning of the fifteenth century it was in a crude state, and could hardly be called a science. Fractions had not been used, and the whole subject was confined to the simplest application of the fundamental rules.

It is a well known fact, that some tribes of American Indians are almost totally ignorant of the value of numbers. Some can count as far as *three*, others to *ten*, and yet others as high as *twenty*.

It is an interesting study to examine the old authors on this subject; particularly those of the fifteenth century. Many of their ideas are as strange as the manner of presenting the subject is curious. We will here give the titles of a few works that have fallen under our notice.

BAKER: *The well springe of sciences, which teacheth the perfect worke and prac' of Arith.* 1574.

In this singular work the author maintains that fractions can only be compared with fractions, and not with whole numbers.

*Stifel Rechenbuch.* 1546. In this work the author does not use fractions, but merely speaks of them as having been used by others.

*Vinall Arithmetick.* 1792. He says: "Arithmetic is divided into three classes. The first is called Vulgar Arith'; the second, broken numbers or fractions; the third decimal Arith', an artificial method of managing fractions."

*The Scholar's Assistant: Dilworth.* 1796. It has a poetical address by some friend complimenting the author on his skill in numbers.

There are quite a number of these earlier works which are peculiarly interesting, but we will not notice any others at present.

During the last twenty years a good deal of attention has been given to the manner of presenting this subject in our text books. Some have succeeded admirably, and have given us just the book for the school-room, while other have made a retrogression if anything; we would sooner place Daboll or Pike before a school than one-half of all the Arithmetics *manufactured* during the last ten

or fifteen years. The market has been literally flooded with textbooks on practical and intellectual Arithmetic; so that at the present day it has become a business of speculation. Some of these works are by the pens of distinguished mathematicians, who have compiled them to fill out a complete series of works, and not because they have any new methods to present or real improvements to offer. Others are compiled by teachers who *think* they have something new, but who really do not know enough about the science of mathematics to be able to explain the elementary principles.

An author who would clearly present any subject, must not only be fully posted with regard to the subject under consideration, but must be well versed in all kindred topics with which it is connected. To make a good Arithmetic requires as intimate a knowledge of analysis as it does to make a Calculus.

Leaving all other matters pertaining to this subject, we come to discuss it as a practical science. All know that numerous objections can be raised against our class books,—but with the present system of instruction there is not much more to be desired, since it devolves on the teacher to supply all extraneous matter that may be useful in explaining the subject.

A few years since, one of our foremost educators advanced the idea that geometrical forms should be presented to the young mind before Arithmetic. It is admitted by many educators that Geometry should precede Algebra; but few have conceded its priority to Arithmetic. That this theory is extremely plausible is evident, and that it is more nearly in accordance with the laws of mind is equally certain. The very fact of Geometry having been cultivated long before Arithmetic was understood, is a strong presumptive argument in its favor. We know it is much easier to comprehend forms, and outlines of bodies, than to get an idea of their real magnitude: easier to comprehend that the sun is round than that it is eight hundred and eighty thousand miles in diameter: easier for the child to know the shape of a circle, than that two and two make four.

The young child can readily comprehend the difference between a square, a circle, or a triangle, so as to be able to know them when seen; but it requires imagination to realize the value of ten, one hundred, or one thousand. In the former case they have the

form before the eye—in the latter they have no such help, it exists only in the mind.

Now if we could combine some of the general principles of Geometry with the first lessons of Arithmetic, much real benefit would be gained. Of course the subject must be presented in a simple, childlike manner; for example, we might tell them about a circle, show them the figure of one, and tell some of its general properties. Tell them something about a square, a triangle, a sphere, all of which might be illustrated by objects in nature,—a cylinder, which might be explained with the stove-pipe. And in the higher Geomtry we could tell them of a cycloid formed by a wheel rolling—tell them the top of a wagon wheel moves faster than the bottom, and that a body would roll down that curve quicker than in a straight line: tell them that chickens when they fly over the fence move in a cycloidal curve—that they get over easier by so doing. We might tell them of a catenary, (a chain suspended at its extremities), and that suspension bridges take the form of that curve. In short, by judicious training the young child, by the time it was ten years old, would have a very respectable knowledge of the principles of Geometry. Then in after life when the mind became sufficiently developed, Geometry and Mathematics generally would become easy, and the "*Pons asinorium*" of the Frenchman would lose all its terrors, and we should have better students and more vigorous thinkers in the Mathematics.

Teachers often ask, How shall we teach Arithmetic? This question is susceptible of so many different answers, that it would, perhaps, be in vain to attempt to give any one method that would be applicable to all. After children have learned the tables and began practicing the fundamental rules, they should at once be impressed with the importance of thinking for themselves, and of *knowing* when their work is correctly performed. So soon as you can get a child to feel that he knows when his calculation is properly and correctly performed, you have accomplished three-fourths of the labor. So soon as a boy can feel assured, or have strong presumptive evidence that his answer in addition or multiplication is correct, he is then ready to go on and study Arithmetic with some satisfaction, both to himself and teacher.

But, perhaps some may ask, How can this be accomplished? How can children of eight or nine years be taught to know this?

How can they know when a long example in multiplication or division is correctly performed? We answer, by proving it; this is most easily and satisfactorily accomplished *by casting out the nines*. Although this method is but little used by teachers, yet it is so simple and short that children of eight can easily learn to work with it. In proving by this method they would be no more liable to make a mistake than the teacher would, in pursuing the same process; and although the proof may sometimes be ambiguous, yet this will rarely be the case. In verifying examples in multiplication or division, it is well to count the number of figures in the product or quotient, to be sure that no ciphers have been omitted. But in order to secure the greatest accuracy, they should be required to perform their example the second time in a separate place, without looking at the first result. This is the only sure and true way to test any arithmetical result. By pursuing this method pupils become very exact in their work, and rarely commit an error. It is the custom of the writer in making long computations to go over every part of the work a second time, even though an error may not be detected in months.

In preparing examples in addition we have found it a good way to write down the whole amount of each column, and then commence at the top and add again; if the two sums agree you are pretty certain of being right. You can either go through the whole example in this way, with once adding and then review, or perform the addition twice in succession in each column.

We think a great mistake is made in attempting to teach subtraction before multiplication. It is our own experience, as also of many others, that subtraction is a more difficult operation for the mind to perform than either multiplication or division. We know that pupils will learn multiplication with much less trouble, and we always make it precede subtraction.

The rules in Arithmetic may be classified into something of a system by knowing on what each one is based. In this way they can all be made to depend directly on one of the fundamental rules. Numeration, Addition or Subtraction. We believe if we go back to the true consideration of the subject, we have only these three fundamental principles; Multiplication and Division are only special modifications of Addition and Subtraction.

On *Addition* we would base Multiplication, and on it Permuta-

tion, Involution and Reduction Descending. These, believe, are all the rules that depend directly or simply on Addition.

On *Subtraction* is based Division, and on it Ratio and Fractions with their subdivisions.

Under *Percentage*, we would class Interest, Discount, Profit and Loss, and all rules of a similar character. By following out this classification every rule is based directly on one of the two fundamental rules. Any one with a little reflection will see the philosophy of this, and can make a skeleton chart for themselves. We believe a similar classification of rules can be used with profit and advantage with pupils who have already acquired a general knowledge of Arithmetic.

---

## PAPERS FOR YOUNG SCHOOLMISTRESSES

BY OLIVIA ODELOT.

No. IV.

### THE TEACHER'S CHARACTER.

Education—the topic considered last month—in its widest sense, comprehends much more than mere intellectual attainments: it includes all that makes us *what we are*—the tempers of our hearts, and the manners and habits we have formed. But as we commonly speak of book knowledge as education, we will call all else that belongs to us, character.

Let us then notice a few generalities which should be possessed by the true teacher; of course, we can do no more than point out a few traits which seem the more important.

The teacher needs to be an *earnest, energetic worker*. She must have her soul full of the great responsibility which is laid upon her, and must arouse herself to meet it. The most useful persons in every walk of life, on the farm, in the workshop, in the store, at the bar, in the pulpit, are not the indifferent idlers,—but those who are fully awake—who love their work, and are determined it shall succeed. Shall the teacher alone, whose calling is second to none save the sacred ministry, and whose labors have to do with

the highest of life's interests, give to this work the poorer half of the soul's energy? She must be able also to infuse some of her own spirit into the hearts of her scholars; though this will not often be difficult, for such feelings are contagious. The sun, coming to us in the spring, shedding its warmth over the hitherto cold earth, awakens new life in the damp soil; and quickly unnumbered living plants are all around our path: just as effectually does an earnest zeal on the part of the teacher, call into life many new interests in the school-room.

A *quick discernment* and a *sound judgment*, should be possessed by one who hopes for success in teaching: a perception of the dispositions and abilities of the scholars, and a readiness to know and practice what is best for each. Some pupils need to be stimulated to greater efforts, while others need that their over-ambition be checked. Some are benefited by fear and humility: others must be influenced by love and timely encouragements. The teacher's eye must be quick to see what each needs, and be able to furnish it.

A *cheerful, sunny temper* we should always carry with us. True, we must have heavy cares: the responsibility of our position will often perplex and rest wearily on our spirits, else we are not true teachers. The spirit which says, "I don't care for these things,"—that is always light and trifling, whatever is laid upon it—is not the one for the school-room. She who presides there, should take deep, solemn views of life, especially of the young life before her, which is being trained for the future of this present existence, and for the long eternity to come. Still, these solemn thoughts need not make us gloomy; for we have not to bear these burdens alone—it is our privilege to "cast our care on Him who careth for us." Too much caution cannot be exercised in fitting for these duties; but having well considered the steps to be taken, let us go forward cheerfully and with a glad countenance. A cloud on the teacher's brow soon spreads over the school-room; and the scholars soon learn to dread being within its walls, instead of coming to it as a place they love.

The teacher's heart should be full of *love* for her pupils: this will give her an influence over them that nothing else can. We have all known cases, perhaps in our own schools, where, when everything else failed to subdue an erring, rebellious pupil, love—

an unselfish interest in his welfare, manifested by kind words and deeds—has conquered. The winter's wind and storm had not power to open a single leaf or flower; but the first warm breath of spring caused myriads such to blossom, and shed sweet fragrance all around. So long as a pupil thinks you wish him to study for your sake alone—that you make rules disagreeable to him, to gratify your private feelings, he will naturally be rebellious: but let him see how earnestly, in all you do, you are seeking *his* good, and his conduct will become very different.

*Patience*, not in *enduring* evils in the school-room, but in *correcting* them, is a necessary, yet oftentimes a difficult virtue to possess. You come to your duties some warm morning, after a wearisome night, with just the least forewarning of a nervous headache. Before you are some thirty boys and girls, who have never known their nerves to be troublesome; on the contrary, their's are a constant source of enjoyment. Soon you begin to be worried: it does seem that John's boots were never before so heavy—that George was never so idle—that Jennie sat never so uneasily—that Mary was never so dull—that they all never had such poor lessons, and it is the more provoking, that you spent some minutes yesterday in explaining this same subject to them: how hard it is to refrain from angry, impatient words, which, however, if uttered, only make matters worse. Surely, we often think, patience is having "her perfect work": are we yet "perfect and entire"? Not if we suffer anger and fretfulness ever to enter our school-rooms. The Apostle's description of charity, which "suffereth long and is kind"—which "seeketh not her own," "thinketh no evil," "believeth all things, hopeth all things, endureth all things," is a beautiful epitome of the true teacher's spirit.

*Pleasant and agreeable manners*, which flow naturally from a kind heart, are great aids to a teacher's influence. You will be much with your pupils outside of the school-room—it may be in their homes,—and by avoiding stiff, formal ways, by an easy adaptation of yourself to all circumstances, you will greatly win their confidence and esteem.

Perfection is hardly to be looked for here: but the teacher, because of her responsible position, should strive to approximate to it as nearly as possible. How many little eyes are upon her—how many little ears are ever listening to her words;—how watchful



should she be to remedy the slightest fault in herself; that she may the better correct others.

From our schools are to be gathered the men and women who, ten or twenty years hence, will be active elements in the great world, which now they see only at distance.

—"Sagacious Foresight points to show  
A little bench of heedless bishops here,  
And there a chancellor in embryo,  
Or bard sublime—":

how much are our characters to affect those they then shall bear? Shall any of them look back with regret to the influence we had upon them? Possibly we may be permitted to trace the course of their future lives—to see what our hands have done in this work; shall we then have occasion to wish we could do our work over, that we might do it better? True, we have them under our influence but a short time, and we may not be wholly responsible. Still, cannot we remember moments—yes, *moments* in our lives, when new impulses were formed in us, but for which our lives would have been very different? Who shall tell us which these turning points are—whether or no they come under our control! Let us be very careful, lest a period come, in the life of the soul before us, from which its impetus for all time—for all eternity—is given: which shall it be—

"To long darkness and the frozen tide,"  
Or "to the Pacific sea?"

Involuntarily the question escapes, "Who is sufficient for these things?"—who is able to take under his charge this conglomerate of living material, and fashion therefrom only "vessels of honor"? Surely none but a Divine hand is equal to a work like this: happy are you, if for your consolation you can say, "I can do all things *through Christ who strengtheneth me.*"

---

A fool may be known by six things, anger without cause, speech without profit, change without motive, inquiry without object, putting trust in a stranger, and not knowing his friends from his foes.

## EASY TIMES.

BY HARVEST HOME.

"But don't teachers have easy times? nothing to do, but hear a few lessons for six hours a day, and only for five days in the week."—GOSSIP.

"Nothing to do"! no, nothing at all! "only hear a few classes six hours in the day:" and while said classes are reciting, have your eyes and ears open to every movement of three-score pupils: tongue-hammer ideas into urchins' heads, where there are no brains to receive them: give moral and object lessons, as the circumstances of the case may demand: send Susan home, to comb her hair and get a pair of shoe-string, and William to the pump to wash his face and hands; settle John and Harry's fight, that occurred last recess; write a note to Jane's mother, informing her that she must be supplied with an Arithmetic; fill out half a dozen or more blanks, to be sent after absent or tardy pupils; detain at night fractions of three or four classes, for misdemeanors or deficient lessons, and take, with due patience, your reward the next day, in tongue or pen lashings, as the aggrieved pa's and ma's may feel disposed to give. Prepare original examples for your Arithmetic and Algebra classes, and review questions for your History and Geography. Exercise in Vocal Gymnastics just to fill up the spare time, with an occasional drill in Manual Exercises, when there's nothing else to do. Correct twenty or thirty Compositions each week, and, for variety, mention for the five hundredth time that the pronoun of the first per. nom. sing. should be written with a capital, and the article *a* the reverse: that oranges do not grow in Maine, or hickory-nuts in Florida.

Have your school in apple-pie order when the Superintendent calls with strangers: which he will be sure to do when the stove-pipe has tumbled down, or the furnace declined giving forth heat, and your pupils are bundled in shawls and other wrap-ups.

Attend Teachers' meetings, and prepare to take Normal Classes through a thorough drill, when every individual in them is more capable than yourself. Visit the parents of every child in your school, and make yourself thoroughly acquainted with their *home* influences.

If any one can get through with all these, and numberless other

duties that arise from day to day, without taking the greater part of their waking hours, please send their programme to the *Monthly* and we will try it.

---

“WHO IS SUFFICIENT.”

BY MABEL LOYD.

Six and thirty little mortals  
Coming to be taught;  
And mine that most “delightful task,”  
“To rear the tender thought”  
Merry, mischief-loving children,  
Thoughtless, glad and gay:  
Loving lessons “*just a little*,”  
*Dearly* loving play.

Six and thirty souls immortal  
Coming to be fed—  
Needing “food convenient for them,”  
As their daily bread.  
Bright and happy little children,  
Innocent and free;  
Coming here their life-long lessons  
Now to learn of me.

Listen to the toilsome routine,  
List, and answer then—  
“For these things who is sufficient,”  
’Mong the sons of men?  
Now they, at the well-known summons,  
Cease their busy hum;  
And, some with pleasure, some reluctant,  
To the school-room come.

Comes a cunning little urchin,  
With defiant eye,  
“Making music” with his marbles  
As he passes by.  
But alas! the pretty toys are  
Taken from him soon;  
And the music-loving Willie  
*Strikes another tune*

Comes a lisping little beauty,  
 Scarce five summers old;  
 Pleading with resistless logic,  
 "Please, Mith, I'm *stho* cold"  
 Little one, the world is chilly,  
 All too co'd for thee—  
 From its storms, our Father shield thee,  
 And thy refuge be.

While I turn to caution Johnny  
 Not to make such noise,  
 Mary parses, "Earth's an adverb,  
 In the passive voice."  
 Well, indeed, it must be passive,  
 Else it is not clear,  
 How such open language-murder  
 Goes unpunished here.

Second Reader class reciting—  
 "Lesson verse or prose?"  
 None in all the class is *certain*:  
 Each one *thinks* he knows.  
 "Well," is queried then, "the difference  
 "Who can now define?"  
 Answers Rob—"In verse they never  
*Finish out the line.*"

'Tis an idea suggestive,  
 And as time rolls on,  
 Hears my heart a solemn query—  
 Is my day's work done?  
 Though the promised hours I've given  
 To this work of mine,  
 Have I, in the sight of Heaven,  
*Finished out the line?*

Oh, it is "too fine a knowledge"  
 For our mortal sight:  
 All these restless, little children,  
 How to lead aright;—  
 He who prayeth while he worketh—  
 He who loveth all—  
 He alone may walk before them  
 Worthily and well.

# Mathematical Department.

## SOLUTIONS.

No. 2. Solution by M. O. S.—The area of the middle part is 100-110 of the northern part, and the area of the southern part is 100-121 of the northern part. Hence the areas of the three parts may be readily found. Let  $N$ ,  $M$ , and  $S$ , represent these areas. By the rule for a trapezoid we easily find that the north line is 75 rods and the south line is 125 rods. Put  $n$  for the width of  $N$ ,  $m$  for the width of  $M$ , and  $s$  for the width of  $S$ . Since the trapezoids are similar we have  $100 : N :: 160^2 : n^2$  and  $100 : N+M :: 160^2 : (n+m)^2$ . Subtracting the sum of  $n$  and  $m$  from 160 we shall get  $s$ .

[James Goldrick gives the following results, viz:  $n=87.94+$ ,  $m=39.5+$ , and  $s=32.56-$ . His values for  $N$ ,  $M$ , and  $S$  are 36 184-331, 33 77-331, and 30 70-331 acres. A. P. Morgan gives  $n=68$ ,  $m$  51, and  $s$  41. These results differ *rather* too much.—Ed.]

No. 4. Solution by Z. P.—In the first case the average price of an apple was 5-12 of a cent, but in the last case only 2-5 of a cent; and hence the difference of 1 cent in the cost of 60 apples.

[For a solution of a similar example we refer the reader to Parke's Philosophy of Arithmetic. This question was also answered by J. D. Deahope, Miss M. A. Royce, and Thomas Healea.—Ed.]

No. 5. Solution by Miss M. A. Royce.—If the foot is the measuring unit for the height and the year for the age, the father's age is — 6 years; if the inch, his age is 93 years; if the barleycorn, 309 years.

[Deahope says the question "is absurd, because the father's age would be 6 years less than nothing."]

No. 6. Solution by R. T. Hale.—From Eq.(1) we get  $x^2 = \frac{225}{(1+y^2)^2(1+y)^2}$

and from (2)  $x^2 = \frac{85}{(1+y^4)(1+y^2)}$ . Equating these values, clearing of fractions, collecting, dividing by  $y^2$ , and arranging, we get

$$14(y^2 + \frac{1}{y^2}) - 17(y + \frac{1}{y}) = 17$$

Adding 28 to both members we get

$$14(y + \frac{1}{y})^2 - 17(y + \frac{1}{y}) = 45$$

$$\text{whence } y + \frac{1}{y} = \frac{17 \pm 53}{28} = \frac{5}{2} \text{ or } -\frac{9}{2}$$

$$\text{whence } y = 2, \frac{1}{2}, \text{ or } \frac{-9 \pm \sqrt{115}}{14}$$

$x$  can be easily found by substitution.

ACKNOWLEDGEMENTS.—Goldrick has sent a solution of No. 3; Morgan, of No. 1 and No. 3; and Geo. W. Hiland, a demonstration of the Binomial Theorem. We give the name *Hiland*, because we can make nothing else of the signature. Will our correspondents please write legibly?

### PROBLEMS FOR SOLUTION.

No. 7. By Retta S. Bailey.—Given  $x^2 + y = 11$  and  $y^2 + x = 7$ ; to find the values of  $x$  and  $y$ .

No. 8. By C. W. Green.—Two boys bought a melon for 8 cents, one paid 5 and the other three cents: but before they had eaten it, a comrade gave them 8 cents to share equally with them. How in equity should they have divided the money?

No. 9. By the Editor.—Find the mean value of the radius-vectors of an eclipse, the focus being the origin.

We have received from J. G. T. the following rule for finding the hypotenuse of a right-angled triangle:

"To half the sum of the base and perpendicular add once and a half times their difference."

He might have abridged this rule to a simpler one for it amounts to this: Subtract the shorter of the two sides from twice the longer.

J. G. T. says that he does not know "whether it is a novelty or a nol." We answer that it is a novelty; and like other novelties it is a "*humbug*." The base of a right-angled is 14 and perpendicular 5, what is the hypotenuse? This *new* rule gives 17, but the time-honored rule of Pythagoras gives 10. We remark that the rule is true only for the case when the sides have the ratio of 3 to 4.

ERRATA.—In our article in May number, the following typographical mistakes should be corrected: Last line of the second paragraph, insert in the first word *a* before the *g*, and Septodecillions after the last word on p. 151. Insert *n* before *g* in the last three words of the first line on p. 152. Insert a comma after "names," line 7, p. 152. In names of periods, change *i* to *o* in name before (27), *s* to *n* in (1500), *i* to *r* in (14,000), *o* to *a* in (24,000), *is* to *u* in (200,000); insert *n* before *g* in (400,000), and change "milli-millions" to "milli-millions." Also 618 to 607.

Communications for this department should be addressed to W. D. Henkle, Lebanon, Ohio.

Is not the mind of childhood the tenderest, holiest thing this side Heaven? Is it not to be approached with gentleness, with love—yes, with a heart-worship of the great God, from whom, in almost angel-innocence, it has proceeded? A creature undefiled by the taint of the world—unvexed by its injustice—unwearied by its hollow pleasures. A being fresh from the source of light, with something of its universal luster in it. If childhood be this, how holy the duty, to see that, in its onward growth, it shall be no other!—to stand as a watcher at the temple, lest any unclean thing should enter it.—*Douglass Jerrold*.

## Editorial Department.

---

THE NEWARK MEETING is advertised in our present number. The importance of a full and influential meeting can not be too highly estimated. Let there be a gathering of "our sort of people" that shall make itself felt throughout "the great State of Ohio."

How about half fare on the railroads, Br. White? All political conventions, agricultural shows, and the like, have this favor granted them. But not one of them has so high claims to this consideration as our State Teachers' Association. No man and no association of men has any real *claim* upon the roads to this favor; and were it denied to all alike, there would be no just ground of complaint. But if the Teachers are *discriminated against*, we would like to know the reason why.

---

OUR SUBSCRIPTION LIST is quite as good as could be expected, when the little effort that has been made to extend it, is considered. We commenced without a subscriber, and now at the end of five months, we find that the "concern" pays expenses, and promises a reasonable dividend in the way of profits at the close of the year. Still, there are localities from which we expected more than we have realized. The following figures will show that some towns are doing well for the *Monthly*, and some are not distressing us with a sense of favors received. Cincinnati gives us 175 subscribers, Cleveland 52, Columbus 46, Dayton 40, Zanesville 37, Toledo 20, Hamilton 16, Delaware 15, Portsmouth 7, Springfield 3, Sandusky 1, Marietta 1, Chillicothe 1, Mansfield 1, Tiffin 0. These are designed to show the *extremes* of the case. There are many country villages which furnish us from ten to fifteen subscribers each.

We have been much encouraged by our friends in other States. For example, Pittsburgh gives us 60 subscribers, Covington, Ky., 18, Newport, Ky., 14, Detroit, Mich., 11, Wheeling, Va., 10.

If any of our subscribers desire another educational paper, we commend to them "*The Educator*," of Pittsburgh, edited by Rev. Samuel Findlay. It is an excellent journal, and for many reasons has claims on the Teachers of Ohio. "Clark's School Visitor," also of Pittsburgh, is a gem of a paper for youth.

---

TELLING TALES OUT OF SCHOOL.—Mr. Dwight C. Kilbourn, said to be a Teacher in Ohio, writes to the *Connecticut School Journal* an account of school matters here, which are not particularly flattering. He thinks the Teachers of Ohio, especially those of Hamilton county, "which includes the Queen City with its three hundred Teachers," are sadly deficient in respect to interest in their duties. But before we take any great amount of "confusion of face" to ourselves, it will be well to remember that Mr. Kilbourn may not know much of the matters whereof he affirms. As a sample of the reliability of his statements, it may be mentioned that he locates Mr. Sandusky Cowdery at *Cleveland*.

## Monthly News.

---

A TORNADO IN A SCHOOL HOUSE is a decidedly inconvenient arrangement; as you may learn on inquiry at the Fourteenth District School House in Cincinnati. The facts, as we learn them from the *Commercial*, are as follows: A tornado swept up the Ohio Valley during the afternoon of May 21st. It made a passing call at Cincinnati, paying its compliments to the Commercial Building, churches and other high edifices, sacred and profane. Without undue ceremony it made a flying visit to the School House already mentioned. In contempt of doors and stairways, it tore off the roof and entered at the top of the building. It cut its maddest pranks in the Primary School taught by Miss Rachel Medkirk. Bricks flew about the room, many of the children were severely wounded, and all were in a state of indescribable terror. One girl had both her legs broken by a falling cap-stone. Others were frightfully bruised and mangled. The Teacher, who, amid the trying circumstances in which she was placed, acted the part of a heroine, was so severely injured that she will not be able to resume her school for a month.

After a full and graphic description of the scenes to which we have barely alluded, the *Commercial* says:

"The above scenes happened in far briefer space than it requires to describe them; and before the storm had settled, the facts, magnified a thousand fold, reached the ears of hundreds of parents, who sped frantically to the school house, expecting to find their offspring buried in a heap of ruins. The wild frenzy of mothers was described to us by Mr. Sands as something fearful. Some would snatch up anybody's children, scan their features as if they would devour the little ones, drop them if they did not recognize their own, and rush through the mass of yearning hearts, crying "my child, my child," or calling it fondly by name. Throngs of them thrust themselves up the school house stairs, and would not hear remonstrances or assurances. One poor woman, a Mrs. Brown, dashed through the crowd, shouting crazily for her "Mikey." Mr. Sands assured her he was safe. A little urchin, hard by, interposed. "No he aint, he's killed; I saw him dead." The poor woman gasped and seemed turned to stone. When she found her boy alive but wounded, she almost fell in a swoon. Other and similar incidents were narrated by eye-witnesses; but the reader can easily imagine the terrible agony of a parent's heart in such a trial. The reader will agree with us that it is wonderful that scores of children were not killed. There were 700 children in the building and 15 teachers."

Bad as this calamity was, it is indeed wonderful that it was no worse.

---

METEORIC STONES.—A few weeks ago we were in one of the inland villages of Jefferson County. Many were the inquiries which we received concerning "earthquakes in divers places," of which they had heard floating rumors. Some of them were positive they had been shaken up to an unusual extent, on the previous Tuesday. Their houses had trembled, their crockery had rattled in their



cupboards, and sundry other signs and wonders had transpired. These strange things we made no attempt to explain; but assured our inquiring friends that it was our opinion that it would all come out right.

Before reaching home we heard that the good people of Guernsey and Muskingum Counties had been treated to a shower of meteoric stones, attended with explosions which shook the earth for many miles around; and we sagely concluded that we had found a solution of the mystery which perplexed our Jefferson County friends.

A gentleman writes that

"Some men who were at work in a field, heard a buzzing sound as of a body passing rapidly through the air, and hence giving their attention in the direction from whence the sound proceeded, they discovered a body descend and strike the earth about one hundred yards distant, and upon making search found a hole in the ground, from which, after some labor, they extracted a stone weighing fifty-one pounds. The stone was of a quadrangular shape, and resembling in appearance a river stone—the surface being somewhat blackened, as though washed by the waves and then bleached by the sun. The surface, though generally smooth, was irregular in some places, such as small crevices which might contain a pebble. Upon being broken, the stone was found to be of a grayish cast and somewhat gravelly; being interspersed with particles of metal, and by being brought in contact with some solid substance it would ring like bell-metal. After satisfying their curiosity with this, immediate search was instituted for more, and being guided by the sound, they had not proceeded more than 250 yards before they discovered another, which was buried 20 inches in the ground, having been obstructed by striking a rail fence, breaking one or two rails. This stone was exactly similar to the first. It is evident from the glazed surface that they have not been severed from any other body.

The two stones above described both alighted upon the farm of Jonas Am-spoker, who lives three miles east of Concord. Another was found to have fallen upon the farm of Mr. Law, one mile east of town. This is exactly similar, in every particular, to the others. A number of others weighed from 2 to 40 pounds, and were found within a range of 5 or 6 miles."

Another writes:

"We have been visited by a very strange phenomena passing over our village on last Tuesday, May 1st, which occurred about one o'clock p. m., and appeared to be some five miles west, and sounded like the rumbling of thunder—then there immediately appeared like the sound of cannon at intervals of two or three seconds, with a musical or murmuring sound which lasted about fifteen minutes. During this time the people became very much alarmed. During the explosions, one stone was distinctly seen by my wife and many others, to fall in a lot adjoining mine, which was picked up, and was warmer than blood heat, and weighed  $2\frac{1}{2}$  pounds. Since, many (say 15 or 20) stones have been found of exactly the same texture and black surface. Some stones have been found in the vicinity of Concord weighing fifty-six pounds—some forty, and several around here from fifteen to twenty pounds."

A few days since, Mr. McCurdy, of Guernsey county, visited this city, bringing with him one of the stones which fell in his neighborhood. It weighs about five pounds, and in its shape and appearance answers precisely to the description given above. Mr. M. informs us that one stone has been found weighing 120 pounds. We have seen one in the cabinet of Yale College which weighs over 500 pounds.

Where those strange stones came from, and what right they had to invade the sovereign State of Ohio, we can not undertake to explain. One thing we

may venture to intimate in closing,—to get up an original tornado and a shower of rocks, both in one month, is doing pretty well for so new a State as Ohio.

---

"SOME ON MOSES."—In the recent literary contest between the Excelsior and Philosophian Societies of Wittenberg College, Springfield, Mr. S. Hixon, of Osborn, was the orator on behalf of the Philosophians. His subject was "Moses," and we have heard his oration spoken of in flattering terms. The *Springfield Daily News* is thus facetiously complimentary: "To say that he was 'some on Moses' would not do him justice. He was a *great deal* on Moses. He laid it on with a trowel, i. e. he *plastered* him. In the mirror which Mr. Hixon held up, the meek old Moses of Mount Sinai would not know himself. Still Mr. Hixon did a good thing. He spoke plainly, with spirit, and not without grace of motion. The same perseverance and the same course of training employed by Demosthenes, might make a modern Demosthenes of Mr. Hixon. We advise him to take courage and 'try on.' Yes, 'try on' the courage, and 'try on' the perseverance and the training."

---

"What is Mason and Dixon's line?" asked the Licking Examiners of a candidate. He replied, "The line by which they build brick houses and chimneys."

---

McCONNELLSVILLE.—The exhibition given by the scholars of the High School on last Friday evening was attended by an immense throng of spectators, and was considered superior to any thing of the kind which has occurred for a long time. Without entering into details, we may say that the performances, as a whole, gave great satisfaction to the audience. The declamations were pronounced well—some of them unusually well; the dialogues were presented in a successful manner; and the essays read by the young ladies who graduated, were well written and distinctly and gracefully read.

The remarks of Mr. Stevenson to the graduating class of young ladies and gentlemen, were happily conceived and abounded in sound advice to those addressed.—Herald.

---

ROLL OF HONOR.—We have seen a beautiful Card prepared and tastefully printed in colors, to be presented to those scholars of the Lagrange Street Secondary School, who, during the Winter Term, were neither absent nor tardy. On this "Roll of Honor" are the names of 32 boys and 13 girls. This record is one which will doubtless be treasured by the recipients and their families, and will prove an incentive to others to earn the same reward. We understand this device has worked admirably thus far, in reclaiming "truants" and increasing punctuality in attendance.—Toledo Blade.

---

ELECTION OF SCHOOL DIRECTOR.—The election of a member of the Board of Education for the Xenia District, on last Monday, resulted in the choice of Austin McDowell, upon whom all parties centered their votes—he having received 103 out of 108 votes cast. Mr. McDowell is a fast and firm friend of our present system of graded schools, including all its branches from top to bottom. In this he but reflects the opinions of all the citizens of the district, with rare exceptions.—Torchlight.

---

ACADEMIES.—The Seneca County Academy, at Republic, is in a highly flourishing condition, as might be expected from the reputation of the Principal, Mr.

A. Schuyler. For the past year the number of students in attendance has averaged one hundred and twenty.

The Savannah Academy, located at Savannah, Ashland county, is a rising institution, and promises to become one of the best in the country. Elial Rice, A. M., is Principal, and Miss Mary M. Foster Preceptress. Says the Circular of the Board of Trustees:

"The course pursued by the Principal since he has been connected with the Institution, has been such that the Board have implicit confidence in him as a Christian, an Instructor, and a thorough disciplinarian, whose entire energies are consecrated to the interests of the Institution.

"The Preceptress is a graduate of Mount Holyoke Seminary, Mass., and for several years has been teaching in the Western Female Seminary, Oxford, Ohio. She is a thorough scholar, an experienced teacher, and an accomplished lady."

---

TEACHERS' INSTITUTES HELD.—The Cuyahogas kindled their council fires at Bedford, on the — ultimo. They brightened the chain of friendship, and put their tomahawks in good order for meeting the foes of education. Mr. Ingersoll acted as high chief. They are determined to take the scalps of their educational enemies, and in the coming autumn celebrate the achievements of their braves in a grand Victory Dance.

"During the second week of May the "Union Institute of Jefferson and Harrison Counties," was held at Mt. Pleasant. A profitable occasion it was. Geo. K. Jenkins presided. Among the gentlemen present were Profs. Kerr of Pittsburgh, Regal, Kidd, Brinkerhoof, Buchanan, Donovan and Wright.

We are indebted to Mr. Kirk, Superintendent of the schools in Wheeling, Va., for the following facts. We readily admit this city of the Old Dominion to our cordial fellowship, for the reason that we shall value their association with us, and because we are disposed to "strengthen the bond of union between us and our Southern brethren." That is, we go in for "saving the Union."

"It may not be uninteresting to many of the readers of your valuable *Monthly* to learn that, although within the "Old Dominion," yet so close to Ohio, and so nearly within the sphere of her influence as to be identical almost in school interests. The schools of Wheeling are Ward Schools after the plan of the Union Schools of Ohio, gradually developed from the old distinct system; and they have steadily advanced in the face of a prejudice and opposition not often very successfully encountered; but which demonstrates that their friends have fought manfully for their life and have succeeded—gloriously succeeded.

"A Teachers' Institute was held in this place during the first week of April, and was a decided success. Taking into consideration that it was the first association of the kind ever held in Virginia, there is great encouragement to the teachers of Wheeling to continue earnestly the work so happily begun.

"The exercises of the Institute were conducted by Messrs. John Ogden, M. D. Leggett, Prof. W. H. Brewer of Washington College, Pa., Prof. A. F. Ross of West Liberty Academy, Va., and R. Q. Beer in his usual style; to all whom

the teachers in attendance feel much indebted for the highly interesting and profitable entertainment afforded them. Another encouraging feature: Quite a number of teachers here are subscribers to the *Monthly*; and a better educational spirit is looking up; and we hope ere long it may be said that the Public Schools of Wheeling are second to none."

---

#### INSTITUTES TO BE HELD.

July 25th, at Lebanon. For particulars see advertisement. We are sure that this occasion will afford rare facilities for the instruction and accomplishment of those who purpose teaching. Messrs. Holbrook and Henkle, with their corps of able assistants, will leave no effort untried for the improvement of their pupils. Lebanon is one of our most beautiful towns, and a finer location for institutions of learning we have never seen.

July 10th, at Hopedale, to continue five weeks. Principal and teacher of Grammar, Geography, and Theory and Practice of Teaching, Edwin Regal. Teachers—of Mathematics, Mr. Brinkerhoof—of Inventive Drawing, French and German, Prof. Hermann Krusi of Massachusetts—of Elocution, Prof. Kidd—Penmanship, Mr. Lusk of Pittsburgh—Book-Keeping, Mr. Delany—Phonography, Mr. Hunt. Tuition—Gentlemen, \$5; Ladies, \$4. Board \$2 per week.

What the Lebanon Institute will be to Southwestern Ohio, the Hopedale will be to the eastern part of the State.

July 23d, at Athens. Of this Institute we have learned no particulars. From its location we know that there can be no want of good instructors.

July 30th, at Felicity, Clermont County. Principal, Mr. Andr. J. Rikoff of Cincinnati. Teachers, Messrs W. Carter, J. H. Parker, J. W. Mahan and others. It is among impossibilities that a Clermont Institute ~~should be second rate~~ in interest and value.

Aug. 6th, at Troy. Principal, Mr. W. T. Hawthorn; Teachers, Messrs. Edwards, Royce, Chambers and Alexander. This "Miami County Normal School" has acquired an enviable reputation. It will be of the class—"A, No. 1."

Sept. 3d, at McConnellsville. We are without particulars as to Teachers, etc.

---

Commencement at Antioch College June 20th.

---

In our next number, which will be mailed as early as the 20th inst., we shall notice particularly several publications which are mentioned in our new advertisements. We thank our advertising friends for their patronage, and feel our souls warmed by that gratitude which springs from a lively sense of favors expected.

## Official Department.

---

Martha Hale  
vs.  
Sub-School Dis. No. 12 of Euclid Tp. } Cuyahoga Com. Pleas, Feb. Term, 1860.

### OPINION BY JUDGE BISHOP.

The petition states that on the 14th day of February, 1859, Adams and Russell, being two Directors of defendant, for and in its behalf made a contract with plaintiff to teach for defendant a school for four months, commencing on the 1st Monday of May, '59, at \$4.50 per week; that on the 1st Monday of May, '59, the plaintiff was ready and offered to teach as she had agreed to do, but the then Directors of defendant refused to let her teach, and discharged her as such teacher, and she asks judgment for \$72 for her wages for said four months; she having lost her time during that period.

To this petition three defenses are interposed.

1. The contract was made with two of the Directors of the defendant not at any regular meeting of the Directors, but without the knowledge of the other Director named Miner, who was clerk of the district, and no notice whatever was given to said Miner of the meeting of the Directors at which it was resolved to employ said plaintiff, nor did he have any knowledge of the contract nor was any record made thereof.

2d. That the term of office of said Adams as Director was to expire by the 12th of April, 1859, and did so expire, and one McIlrath was elected in his place, and the old Board had no right to employ a teacher to commence teaching at a time which was only to begin in May following, and could not bind the new Board by their acts, thus in advance, as there was no emergency making it necessary for them to act thus.

3d. The third defense it is not material to consider.

The plaintiff demurs from these defenses.

The first question is, can two directors of the district, acting separately from the others, and without notice to him, bind the district by their acts.

The School Law is very explicit (Swan's Statutes, 836). Sec. 2 provides for election of directors; sec. 3 for an oath of office, and in case of vacancy in the Board, by death or otherwise, the Township Clerk shall fill it; sec. 4 provides that in case of a failure to hold an annual meeting to elect, a special meeting may be called by three voters of the district; sec. 5 provides that a meeting of the directors shall be called soon as practicable after the election and qualification of the directors, any two of whom shall be a quorum; that one of their number shall be elected clerk, who shall preside at all official meetings and record their proceedings in a book; that the directors shall meet as often as they may think necessary for the transaction of business, and fill any vacancy in the office of clerk that may occur, and in his absence one of the other directors may act as clerk temporarily in his place; sec. 6 provides that the school directors shall take the management of the local interests of the district, employ teachers, certify the amount due them to the township clerk, etc.

Now it would seem that the legislature, in being thus particular, meant something. What was it?

It has provided for the election of a full board, that that board shall be kept full, that a clerk shall be appointed, that a record shall be kept, etc. In all this legislation the law intended all business should be done at formal meetings, and the proceedings recorded, and although two may transact business, *it must be at a meeting*, and the only formality dispensed with is the attendance of one of the directors. Every other requisition of the law is to be observed.

But in order to enable two directors to act in the absence of the other, they must have notified the other director of the meeting, either by personal notice of the time and place of the meeting, or by leaving a written notice thereof at his residence. In transaction of business by all similar bodies such is the law, and there is no reason why the transaction of business by school directors should form an exception.

Try this case by that rule, and what is the result? You have a contract made at a wayside meeting. No notice to the other director, Miner, who was clerk; no record made of the engagement with plaintiff, and the whole kept secret until a new and full board made a legal engagement with another teacher.

I do not think the law or public policy would tolerate such a transaction. I think the teacher is bound to know whether the trustees are acting according to legal requirements or not.

If she is ignorant in fact, when two directors employ her, of their want of power, it does not follow that she is remediless. She may have recourse against the directors individually, who have employed her.

### OHIO TEACHERS' ASSOCIATION.

The Twelfth Annual Meeting of the Ohio Teachers' Association will be held in Newark on the 5th and 6th of July, 1860, commencing at 9 o'clock A. M. of the former day (Thursday). Reports by prominent educators are expected on the following subjects: 1. Examiners of Teachers. 2. The High School, with its Special Relation to the Lower Departments. 3. The Supervision of Graded Schools. 4. The Culture of the Will. 5. The Study of Language with its Special Relation to the Rational Faculty. 6. Life and Services of Horace Mann. Addresses will be delivered by Prof. E. B. Andrews of Marietta, W. E. Crosby, Esq., of Cincinnati, and the President, John Hancock, Esq.

A definite length of time will be appropriated to the discussion of each of the Reports. The hospitalities of Newark will be extended to the members of the members of the Association; lady Teachers will be entertained in private families.

E. E. WHITE, Ch. Ex. Com. O. T. A.

Portsmouth, May 15, 1860.

### NOTES AND QUERIES.

What ancient poet remarked, that "in war, parents bury their children, and in peace, children bury their parents"? Why is the scene of almost all allegories laid in the east? What is the national musical instrument of the Spaniards? What is the meaning of these three lines in Young's *Night Thoughts*, found in *Night the First*:

Of man's miraculous mistakes, this bears  
The palm, "that all men are about to live,"  
For ever on the brink of being born?"

J.

ZIM APAN,—This singular term appears as a writing exercise in Payson, Dutton & Co.'s series of copy-books. Is it a word, or merely a capricious combination of letters? If the former, can any one give its meaning?

THE "AMRUTA CUR"—what was it? and what was the signification of the allusion to it by Grimke, in an extract which forms one of the lessons in McGuffey's Eclectic Fourth Reader?

W. H.

We say the ceiling is ten *feet* high; then why not say a *ten-feet* pole, instead of a *ten-foot* pole?

C.

THE  
OHIO  
EDUCATIONAL MONTHLY,

A Journal of School and Home Education.

JULY, 1860.

---

---

Old Series Vol. 9, No. 7.

New Series, Vol. 1, No. 7.

---

---

✓ COMPULSORY STUDY.

BY I. J. ALLEN.\*

WHAT boy ever forgot the man who made his first boots? Perfectly do I remember the sturdy form and genial presence of him whose rude but honest handicraft, in defiance of all protests from piping voice and barren chin, proclaimed *me*—no longer a “puss,” but a *man* “in boots.”

Then,—ah, how many years freighted with perishing hopes and solemn memories have come and gone since *then*! but, then, in the rural districts of this “bonnie Buckeye State,” the shoemaker, like the schoolmaster, used to “board around” among the families of his “district.” And though ’twere shame, still ’twere truth, to tell that, among the “little people,” the coming of the merry hearted disciple of St. Crispin, with his joke and song and last and lapstone, was hailed with a joy far more jubilant than ever greeted the advent of the disciple of Aristotle with his solemn “bell, book, and candle.” But he who made *my* first boots, like Aristotle, was a philosopher,—queer, quaint, quizzical—but none the less a philosopher, (blessed be the Greek for that word!) “a seeker after truth.” His philosophy, moreover, had special reference in its practical bearings to the modes of training childhood and youth; and its principles were, indeed, so strikingly original and its pecu-

\* Superintendent of the Public Schools of Cincinnati.

liarities so strongly marked as to individualize the system, and render it worthy of a baptismal registry under what would, perhaps, be the proper cognomen of *Crispinian*.

Never shall I forget his impressive solemnity of manner when he once sagely enjoined upon me to "always do things the right way, my boy; because the right way is the best way; and *the best way is as good as any way!*"—a proposition which the logic of maturer wisdom has not been able to gainsay nor deny. Equally well do I remember this other principle that, from the stern and emphatic fervor with which it was enunciated, was evidently regarded as a fundamental in the "*Crispinian*" system, viz: "Children should be trained to do just as they please: and if my children don't do just as they please, I'll be—*blessed if I don't make 'em!*"

Certainly no commentary nor exegesis was requisite to render the *first* term of this proposition comprehensible to boyhood, boot-ed or unbooted; and the latter clause, without being comprehended, merely made me laugh,—and the more readily, perhaps, since the *specialty* of the conclusion had direct reference to the philosopher's *own* children.

The essence of this doctrine, however,—the absurdity of which the bold, blunt speech of the "*Crispinian*" renders ridiculously glaring—has long been practically accepted by thousands in the management of both family and school; and still lurks, under specious forms, as a vital element in the substance of some vaunted theories of education and juvenile training. It is found as the chief constituent in the system that directs us to train the will of childhood to such degree of pliancy as to render it unquestioningly subject to the will of another, placed in position of authority or guardianship over it. The doctrine is, substantially, that the youth should be so trained to obedience that it would be its *pleasure* to do the bidding of parent or preceptor, for *no other reason than that it is thus bidden*: that, without any appeal to reason, to the sense of right, to present expediency, or to future benefit, the simple *consciousness of obedience* is to be the sole and sufficient reward of merit that is to compensate for the observance of this duty. Under the prescriptions of this system, the idea of pointing out the reason or purpose of a command would be scouted by parent and teacher as erroneous in principle and mischievous in



practice; and any suggestion by the juvenile, implying mistake or inexpediency, would be denounced as contumacy and punished as rebellion. Resolved into its simplest form of expression, the requisition is to obey because of being commanded; and not because the commandment is in itself right. And this would be to render obedience to a merely mechanical procedure, and, therefore, to divest the act of all moral qualities. The logic of the parent or preceptor, governing after this wise, would be thus: It is the will of the boy, when properly trained, to do my will; for him to do my will is, therefore, to do as he please: Corollary—"If he don't do as he please, I must *make him!*" *Subjugation* of the will this may be, but *training* of the will it certainly is not. Instead of developing an active, rational, discerning, docile sentiment of obedience, the product of such a procedure is a blind, passive, imbruted subjugation;—the two sundered in their nature as widely as zenith and nadir. The one is the intelligent obedience of the concurring will: the other, the non-resistance of a motionless mind: the former is the cheerful assent of the free; the latter, the sullen submission of a slave.

It may be alleged, as indeed it hath been, that inquiry into the motives and merits of a command implies doubt as to its propriety in the light of wisdom and justice, and is therefore disrespectful; and on this account, as it would seem, it hath often been held that christian obedience is best exemplified by an uninquiring compliance with the Divine will—assured that the "King of all the earth can do no wrong." This doctrine being accepted, then came the inference—most logical, *the premises being granted!*—that inasmuch as the earthly vicegerent and representative of the "King of kings" was clothed with *like infallibility*, (!) therefore the subordinate must obey without question or query the will of his superior:—and this is Jesuitism!—the Jesuitism that *was*, and *is*: a system that long, long held its undisputed sway in the government of both the families and schools of all christendom; a system whose lust of power in the same educational province "is not dead, but sleepeth!"

Granting, however, that the christian mind may most justly yield obedience to the Divine will as discerned by its faith in the Divine attributes, still there is nothing in the Divine polity to either forbid or discourage inquiry; but everything to invite inves-

tigation. Accordingly, faith is itself an investigative, an inductive faculty. From the known it sets out in search of the unknown. It is to the mind what the telescope is to the vision: it is "the evidence of things not seen" by the demonstrative eye of reason. Were inquiry into the rationale of the Divine mandates unsuitable or unprofitable to the faculties of the human mind, as productive of disregard or disobedience, then priest and prophet, apostle and martyr—those illustrious and illustrative ensamples of devout obedience—spoke and taught, reprov'd and preached, lived and died, in vain. Were nothing further than the commandment itself deemed requisite, then "all holy scripture writ for our instruction," now so abundant in revelation and exhortation, in argument and encouragement, might have been comprised in the stern and sententious statements, of the decalogue. The impious and infamous maxim of the monastic system, that "ignorance is the mother of devotion," has long since been scouted from the mind of christendom; and not less preposterous is the idea that a blind, unreasoning, unquestioning faith is the best basis for christian obedience.

So, in training the will of childhood, the true criterion of just development as to obedience, is in a willing compliance with the law of the family and the school, for the reason, not merely that it is the law, but because the law is recognized as in itself reasonable and just. When this reasonableness is obvious, the mandate carries with it its own explanation, and its enunciation is, therefore, sufficient. "Thou shalt do no murder," needs no explanatory rescript. When this reasonableness is not obvious to the comprehension of childhood, cheerful and intelligent obedience can be secured only by explaining the reasons of the rule ordained. For, as my Lord Coke hath said, "It may be known for a certainty, that he knoweth not the law who knoweth not the reason thereof."

But the mode of administering the law, on the part of parent or preceptor, is as important as its recognition on the part of the pupil, and requires at least as much intelligence, and discernment of its reasonableness, as does the act of legislation itself. As to the law of personal order and disorder in the study-room, obedience is a *sine qua non* to the school's proper mode of existence; it is, therefore, the law of protection, of self-preservation. Accord-

ingly, resistance to this must, of course, be met by such degree of compulsion as may be requisite to secure the necessary quietude for study and recitation. Disobedience to this law on the part of one pupil is an invasion of the rights of all the others, for the reason that the others are thereby prevented from making the improvement for which the school is instituted. The infraction of this law is, therefore, in the nature of a penal offense, and the offender becomes amenable to the *criminal* code of the school-room; in vindication of which personal chastisement may at times become both proper and necessary.

But, in the prosecution of the studies of the school-room, a certain pupil may be deficient in application, may fail to give attention to the lessons assigned him; study is the *business* of the school-room, and industry is enjoined upon all: this injunction the idler disregards; and his idleness occasions utter failure in his recitations, to the infinite chagrin of his parents and teacher. For this should he be subjected to the same compulsory procedure as in the case of the disorderly pupil? Should personal chastisement ever be inflicted for the non-preparation of lessons *alone*? It would seem not. The object of government in the civil state is to protect society by law, to maintain order and secure public tranquility; and this is done in order that industry may thrive, that the citizens may pursue their avocations in peace, and that they may be encouraged to the cultivation of their powers, in the practice of virtue, and in the duties of religion. To secure these rights and privileges from invasion the "criminal code" is ordained; and any infraction of this code, which is the code of public order, subjects the offender to a degree of corporal punishment suited to the measure of his offense. But another is innocent of any invasion of public or private rights; he is guilty of no *penal* offense; he, nevertheless, fails to improve his own privileges; he neglects to profit by the opportunities held out to him by the commonwealth; he declines education, and omits his duties to religion; though, perhaps, indolent and worthless, he has, however, sinned only, or chiefly, against himself. Should government deal with him with the same personal severity as with one who had violated the criminal law by a forcible invasion of the rights of others? Certainly not. Society has offered him privileges which he has most unwisely refused to accept, and he is, accordingly, left to the debase-

ment which his own folly hath wrought. So, too, the school-room offers its pupils privileges for their acceptance; many seize them eagerly, and make rapid improvement in their preparation for the duties and honors of life; a few decline the boon of study, which act is certainly most unwise, but which, as certainly, is not *criminal* in the purview of the school-room law, and therefore should not be the subject of compulsion by personal chastisement.

Furthermore, the intelligent teacher well knows that obedience, in its proper sense, is not the mere temporary surrender, or cessation of resistance, on the part of a pupil under the application or apprehension of a birchen scourge, but a settled order or state of mind—an established condition of will. It must also be considered that the will, though the fountain of executive force, is not an *absolute* sovereign, an autocrat, over the mental faculties. It is simply a co-ordinate power; its sway is that of a limited monarch, bound to observe the constitution of mind. And whatever may be its subsequent force, for right or for wrong, it derives its volitive power from an antecedent condition of mind, termed *desire*. Consequently, to secure the obedient application of the mental faculties to study, a desire for study must precede the act of volition. From this order of things there can be no departure; and unto this the will is itself obedient, as unto the "higher law" that must sanction its work. The great question in the case, then, is how to awaken that desire of the mind from which the will may derive its *willingness* to study. And surely it will not be claimed that personal chastisement for *not* studying will prompt the pupil to fall in love with study; nor that this compulsory *vis a tergo* will develope in the mind the desire for books from which the will shall evoke studious habits in the pupil!

Nay, the judicious teacher will reflect that

"Study is like the Heavens' glorious sun,  
That will not be deep search'd with *saucy looks*;"

and will deem it better, wiser, to appeal to those attributes of the juvenile mind that tend by their own functions to create the desire for study—the sense of duty, of right, of advantage—will excite the pupil's emulation, his self-respect, his curiosity,—the latter a most potent force in the young mind,—all of which operate, in the course of nature, to arouse the *desire to know*, from which

comes the concurring will to study. Neglecting these and resorting to compulsion, the instructor may find himself contending with Nature, when he fancied himself correcting a willful fault; and of this, good Father Fuller says—"That schoolmaster deserves to be beaten himself who beats Nature in a boy for a fault."

Our conclusion, therefore, is, that while disorder may be restrained, if need be, with stripes, study, nevertheless, is not a proper subject of physical compulsion.

"Our outward act, indeed, admits restraint,  
'Tis not in things *o'er Thought* to domineer."

---

## THE TEACHER'S DISAPPOINTMENTS.

BY LINDA T. GUILFORD.\*

"It is natural for man to indulge in the illusions of hope." We have this on good authority. "Disappointment is the common lot," we have on another, equally good. But the disappointments of the teacher form a class by themselves. His work is with humanity in the very spring-time of promise—its efflorescence of all the future. His heart leaps forward to the coming life of those under his care. He dreams and prophesies for them, bearing their young hopes, bound together with his own. The threads of his sympathies ramify among many households; he weeps and rejoices with multitudes widely sundered by distance and time. You who glance over these lines and feel this in your daily life, do you remember that dark-haired boy who came to you many years ago in the district school-house under the hill? He was the son of a widow—obedient and affectionate. You were sometimes afraid he did not manifest sufficient firmness of character, but he was so kind and generous—so full of good impulses—that you loved him well. You hoped he would be a respected and useful citizen, the support of his mother in her declining days. Years after, when he had grown to be a man, what a keen pang it cost you to know that evil companions had led to evil courses: that your beloved pupil was fast hasting to a drunkard's grave. His image, as he used to sit conning his lessons with a clear eye and

\* Teacher in the Cleveland Seminary.

open forehead, came before you, and you tried in vain to forget what he had become.

Perhaps there was among your pupils a gentle girl, the idol in a home of wealth. Her quick mind opened to the truth as flowers do to the sun, and it was your delight to watch its unfolding, day by day. When all her powers were stretching into rapid growth, and her mental resources were being developed to fill your own ideal, she left you, and in a few months was a bride. But she was

"Mated to a clown,  
And the baseness of his nature has had weight to drag her down."

The intellect has died of starvation. Worn out with early cares, she is but a wreck. Sometimes your eye may rest on a little gift of her happy school-days, and all the bright future you pictured for her then, comes up before you. A painful feeling is at your heart, and you put the talisman out of sight. But it may be only to call up that high-souled boy to whom your heart was bound. You saw in him so clearly the promise of a noble man. A hard student, he won golden opinions from his teachers. The ring-leader of the play-ground, he gained what is more precious to a school-boy—influence over his comrades. He was every thing but a Christian, and you watched with double anxiety for his dedication of himself to his Creator. Gifted with a persuasive and brilliant elocution—displaying elements of a determined and controlling character, you thought he would shine one day among the great ones of his generation. And so he might. But disease came with those midnight hours of study in preparation for the bar, and blighted at one touch all the blossoms of his years. He has long been an invalid, cherishing the vital spark from spring to spring, and that is all. You think how he stood on his graduating day to pronounce his eloquent valedictory, and a sigh comes up from your lowest heart, to think what a farewell it was!

Such are some of the disappointments of the teacher. It may have been but a few months that he saw those faces daily in the school-room; but if he is a true teacher, the interest he felt in those growing minds and hearts is not extinguished by the lapse of time. And if he does follow them, he will find that in some cases the things he hoped did not come to pass. He will know of one, that the precious intellect so charming in childhood, has sunk

into barren mediocrity before mature life; that the powers of another, of whom he expected better things, have been given to the making and hoarding of gain, till every trace of the genial-hearted boy is lost in the selfish man: and that a third has hid from his sight in the darkness,—the pitied of angels and the scorned of men. These may not be frequent cases, but they are not imaginary. Not the less for them does the teacher watch for good, and cultivate the charity that “believeth all things, and hopeth all things, and endureth all things.”

There is one disappointment harder to bear than any of these. The teacher may be disappointed in *himself*. Is he not often so. How far short has he fallen of the standard of mental attainment and personal character he set up for himself in the days when he devoted himself to his profession! What he has done, how small it seems to what he has not done! It is well for the teacher that so many encouragements cluster around him; let them be multiplied a hundred fold!

---

## THE COMING MEETING AT NEWARK.

BY E. E. WHITE.\*

The next annual meeting of the *Ohio Teachers' Association* at Newark ought to be a large and important one. The Association has probably never met at a time when vigorous action was more needed. In some localities, the public schools are passing through a fiery ordeal. The hand of vandalism has the system by the throat and is nerved for its destruction. In a number of our smaller cities, local ignorance, aided by selfishness and almost omnipotent clamor, has aimed a blow to strike the system *headless* by abolishing the High School and the office of Superintendent. In two or three instances, the opposition to the office of Superintendent has been at least temporarily successful.

In the public mind generally (a few localities excepted), a reaction upon the school question is taking place. The extent of this reaction depends greatly upon the non-action and lethargy of the friends of true education. Its existence, however, cannot be doubted.

\* Superintendent of Public Schools at Portsmouth.

The first step backward has already been taken by the Legislature in the repeal of the Library Tax. It is true that this feature is not generally regarded *essential* to a good school system, and may not *per se* indicate further mutilations of the system. It must be evident, however, to those who have watched the course of school events, that this action of the Legislature is but an advance wave of a strong current of opposition to other features more vital and essential. The opposition consists primarily of a few determined *anti-free-school* men, who are assiduously using every adverse influence—financial or religious—to repeal the most vital provisions of our excellent school law, and *because they are vital*. The danger is not in the number of these men, but in their great activity and power of combining with them every adverse influence. Thwarted thus, for in their attempts to greatly mutilate the system of the State, they assail local systems, thus acting upon public sentiment in the most effective manner. I have no fears as to the final success of this adverse movement. The public school system of Ohio is too firmly established in the affections of the people to be overthrown. It may be mutilated, but can never be destroyed. It is a part of our organic act and must there remain. What constitutes education, and what shall it *cost*? These are questions in the answer of which lies our danger. "*Forewarned, forearmed.*"

What are causes which have united to produce this reaction upon the school question in Ohio? In addition to the timely remarks in the May number of the *Monthly*, upon this question, I wish to specify some of the most important.

1. Erroneous views in regard to the nature of Education. In the public mind, information and education are synonymous terms. Education is the mere process of inserting a few facts in a scholar's memory, like specimens in a museum, or samples of goods in a show-case. This view of culture is of necessity anti-High School. Thorough mental discipline is *below par*; superficial coating, with semblance of knowledge, *current*.

2. Erroneous views in regard to the *function* of free schools in a free government, and their relation to wealth and productive industry. The great fact that a popular government rests alone upon the intelligence and virtue of the people, is at best but half appreciated. That we must choose between universal education



and anarchy, is even scouted. No truth, however, stands out more clearly in the history of free governments than this. Let the universal head and heart of our nation become corrupt, and we shall need no political storm to wreck us. We cannot float upon the calmest sea, for our boat *has no bottom*. The agency of a thorough system of public instruction in preparing the head and heart of a free people for free government, cannot be long ignored. It is not the *only* agency it is true. It is, however, a strong conservative influence, silent and progressive. It underlies and permeates all other agencies and influences.

3. The financial revulsion which has taken place since our present school system was put in operation. The Ohio School Law was adopted at a time of great financial prosperity. Though at first greatly in advance of the school sentiment of the State, its demands for means were scarcely felt. A fearful crisis in money affairs has caused the people to look over carefully their expenditures, and, as is usual in such cases, the head and heart of the State have been the first to be put on short allowance. Hard times has consolidated school opposition.

4. At the time of the adoption of our School Law, the educational talent of the State was active and aggressive, and the non-school element passive or defensive. This state of things is now changed. The anti-school spirit is now active and aggressive, and school talent comparatively quiet or defensive. The very small influence which the State Teachers' Association has exerted for the last three years, in support of the vital features of our school system, is a lamentable evidence of this state of things. If the school system of Ohio is destroyed, it will be greatly the fault of her educational men. The battle against ignorance, like that against sin, must be a *perpetual* warfare. We must grant the enemy no time. Every position gained must be occupied and defended. It will not do to lay down our arms. It requires as much effort to work a school system efficiently, and without reverses, as it does to secure its adoption. A true educational system cannot be built up and perfected by spasmodic efforts.

5. In a popular government, a reform movement, other things being equal, possesses a decided advantage over a conservative one. For this reason, the opposition in our school elections, especially in cities, sometimes presents unexpected strength and

vigor. The reform movement may be really a financial one, and yet it draws to itself the anti-free school, anti-high school, anti-classical, anti-superintendent, anti-teachers, anti-board, anti-whipping, anti-moral suasion, and all other *anti* elements.

Every possible antagonism, or supposed grievance connected in any way with the working of a school system, contributes to form a strong current of opposition. The friends of the system in *all* its parts and completeness contend against powerful odds. Revulsion may thus come just when the schools are at the achme of real prosperity.

The causes of this reaction, as above shown, indicate clearly the remedy. The battles fought in the early history of the Association must be fought over. Principles then settled, in a measure, must now be *reset*tled. We must go back to first principles. The nature of true education,—its importance in a free government—its relation to productive industry and material prosperity—its intrinsic value—the comparative economy of good and poor schools—the essential requisites of a good school system in city and country,—these and other themes must be made to assume clearness in the public mind. Earnest discussion of these subjects must be revived.

Shall not the work be commenced at the meeting of the Association at Newark? We shall then have no financial enterprises to waste our time upon. The Executive Committee have secured some thorough reports upon those vital features of our school system which are most vigorously assailed. Time will be devoted to the discussion of these reports. Let the friends of Education come prepared to talk *to the point*. Let us have no waste of time in *skirmishing*. We hope to see all the veterans of the *last war* at Newark, and to hear again the ring of their "tried blades."

---

NATURAL COMPASS.—In the vast prairies of Texas, a little plant is found, which, under all circumstances of climate, change of weather, rain, frost, or sunshine, invariably turns its leaves and flowers to the north. If a solitary traveler be making his way across those wilds, without a star to guide or compass to direct him, he finds a monitor in this humble plant, and follows its guidance, certain that it will not mislead him.

## SUPERINTENDENTS AND SUPERVISION.

✓ BY ALEX. DUNCAN.

[CONCLUDED.]

III. In the selection of Teachers, a Superintendent's care and experience are demanded.

The choice of teachers is the most important and difficult of all the duties that pertain to school operations. As is the teacher, so is the school. A corrupt tree can not bring forth good fruit; and no more can a poor teacher preside over a good school. With poorly qualified instructors, all expense of buildings, furniture, apparatus, etc., is little better than a dead loss.

But to secure good teachers requires the judgment of one familiar with teaching. It will not do to trust greatly to certificates and recommendations. Frequently these are unworthily obtained. Boards of Education, however zealous they may be in the discharge of their duties, are not always competent to judge correctly in regard to the qualifications of those who apply to them for employment as teachers. And if not to *engage*, certainly to *nominate* teachers should be the duty of the Superintendent.

A recent occurrence, not a singular one either, will best illustrate my meaning. An important vacancy was soon to occur. Of this the superintendent had due notice; and he was already seeking for the proper person to fill it. There was no want of candidates, but among them all the right one was not to be found. The superintendent, however, ventured to recommend a gentleman who was not an applicant, but who, it was thought, would accept the appointment if made by the Board of Education. The recommendation was, however, declined; and for reasons, not the most commendable, an entire stranger was selected, and forthwith appointed, providing he received from the Board of Examiners the requisite certificate of scholarship. He was found to be well versed in all the studies of that department, and others of a higher order, and in due time entered upon his duties. The details of his failure are unnecessary. Suffice it to say, that before half the term had gone he was compelled to present his resignation. Bet-

ter for him—better far for the school had the Board paid him for the full term at the close of the first week. Not only did he not accomplish anything for his own school, but the spirit of restlessness and insubordination which were begotten, and tolerated there, began to creep into other schools, and the mischief done to some minds seemed irreparable.

The Superintendent could not with certainty predict such a result, for the new teacher was a perfect stranger to him. But he could not see, and said so as emphatically as would be useful, why any such risk should be run. The man he recommended had been tried and found abundantly qualified. Had his advice been followed the term would not have been worse than lost—the money worse than wasted, and a vast amount of ill-feeling and mischief would have been prevented. Facts like these, any number of which might be adduced, abundantly justify the wisdom of those Boards of Education who refuse to listen to any applicant unless *nominated* by their Superintendent.

IV. Again, such supervision is indispensable to the good order and efficiency of the schools considered as a whole. And here it is out of the question to specify, so numerous, varied and ever-recurring are the occasions calling for it. Teacher, like others, may get their hobbies. Indeed it is not very unusual to do so. In one case it may be geography,—in another grammar,—in another arithmetic—and in still another, phonetics. A suggestion given at the right time is all that is needed to remedy the fault, and restore things to their proper balance.

But who shall give it?

Unconsciously to himself, a teacher may be indulging in respect to some of his pupils feelings of partiality, favorable or unfavorable to them. But to the observing eye of the Superintendent its manifestations are not to be mistaken. A few words kindly but firmly given are all which this case requires. But who will do this, if not the Superintendent?

It would not be strange if the methods of instruction, especially of the more inexperienced teachers, needed amendment in various particulars. Who shall give the requisite direction?

Punctuality, and a systematic procedure that shall characterize the whole routine of school duties, is of primary importance. The hour of assembling—the time to be given to opening exercises,

and the various recitations—the regulations for recess—the hour of adjournment, etc., must all be arranged and strictly adhered to. How shall this be done, unless under the direction and by the authority of some one placed there for that and similar purposes?

Every teacher ought to be strictly conscientious in devoting his best energies to the duties of his school. He has contracted to employ his time for at least five or six hours per day to the interests of his pupils. This being the understanding, his own sense of duty should be sufficient to secure his presence in his school-room punctually at, or before the appointed time—should effectually debar from entering that place, during school hours, any project purely his own. Because he has the legal profession in view is no reason why Blackstone, or Kent, or Chitty should be open on his desk. Because he intends entering the medical profession is no reason why Hunter or Hanemann should, even for a single recitation, usurp the place of Pinneo, Ray, Mitchell, Loomis or Wayland. Even the study necessary for the sacred office of the Christian ministry, to which the teacher may be looking forward as his ultimate aim, cannot justify him in taking any portion of his school-time for that purpose. Even theology must be held in abeyance. And if *that*, how much more reading for mere reading's sake, whether it be fact or fiction—whether for instruction or amusement. And, for the same reason, every kind of labor or business, for the personal benefit of the teacher must be honestly eschewed during school hours.

But while the *ought* in this case is sufficiently obvious, the *fact* may be quite otherwise. How shall it be prevented? How shall the teacher, when forgetfulness, or negligence, or selfishness is beginning to interfere with his usefulness and duty, be reminded of his obligations? Not by his fellow teachers. It is not their prerogative. Not by the Board of Education. The evil may have produced a full harvest of the bitterest fruits before its discovery by them. How evident, again, the need of constant supervision?

But even the keenest conscientiousness is not always a sure safeguard against the most fatal mistakes. A teacher who seemed intent on nothing so much as the uninterrupted progress of his pupils, was greatly tried by the indifference and apparent trifling of one of his scholars. Advice, argument, ridicule and threatening had been tried in vain. A collision became inevitable. It

came, producing unwonted excitement in the teacher, and at least the usual amount of stubbornness and ill temper in the boy. That the efficacy of the rod had been faithfully tried, was quite evident from the marks borne by the sullen culprit. At this juncture the superintendent was called. There stood the boy, unresistingly; but his eyes, and every feature, flashing defiance, and the teacher by his side, pale and exhausted. Every scholar was on tip-toe—every countenance speaking forth the intensest feelings.

After hearing the teacher's statement, to which no reply was asked or offered, the superintendent calmly invited the boy to his room. After allowing him thirty minutes for thought and reflection on what had just transpired, he was asked to state frankly and freely *his* account of the trouble in which he was so seriously involved. This was done, and his story was found to vary scarcely at all from the narration of his teacher. Then followed a careful inquiry into the causes which had led to it,—the lad soon perceiving and acknowledging that it might have been avoided. Gradually his reason and judgment gained the sway. Conscience was won over to the side of the teacher. Tears began to flow. The point was gained, and the way fully prepared to urge upon him a complete revolution in his course, as well for his own sake as for that of his teacher, parents and friends. A bare suggestion was now sufficient to secure the promise of an ample apology to the teacher and the school; and ever after, that pupil and teacher were fast friends—the former by his daily cheerful promptitude, and faithfulness to every duty, making ample amends for the trouble he had caused.

Now, such cases, varied somewhat in their circumstances, but yet so substantially the same that the one just given may be taken as a representative example, are constantly occurring; and how else can they be met, and at the same time save our youth?

Take another, of a different stamp and of actual and recent occurrence. The inefficiency and oddities of a teacher had excited the contempt of his pupils, which they were not slow to manifest in ways too palpable to be pleasant. He sought revenge, and selected a favorite of the school for his victim. The punishment, or rather revenge, was duly inflicted, and then commenced a series of annoyances and trials which the teacher had not anticipated,—though, as he had sown to the wind, he must now reap the whirl-

wind! It was plain to the eye of the superintendent that something serious, if not really tragical, would soon occur. A little adroitness put him into possession of the whole plot; and being vested with ample authority to meet such exigencies, he quietly suspended the school for the remaining part of the term: informing the pupils that their teacher, as they doubtless really supposed, desired to be released from his post! It was, indeed, a great disappointment to have their well laid plans for the final catastrophe, so completely crushed; but as the blank look and knowing wink passed around from one to the other, they could only smile and leave good naturedly. But for this intervention, a collision, with results which all would have regretted, seemed inevitable.

Here is another incident of a different kind, bearing on the same point. In this instance the teacher was all that could be desired—devoted to his calling and every way successful. Being the winter term, a number of young men, or rather, of the larger sort of boys, had entered the school. From the first they had manifested not a little restiveness under the stringent but wholesome discipline there prevailing. Soon this ripened into open rebellion, manifesting itself finally in the most insulting conduct. Compromises were out of the question, and the ringleader was severely but justly punished. Stung to the quick, and thirsting for revenge, he easily procured the sympathy of half a dozen of his rough associates, and their cowardly promise to aid him in “thrashing” the teacher. I say cowardly, for either of them was of larger bulk than he. But there was a keen eye and a quick perception in that slender body, so that not a movement of the conspirators was overlooked or misunderstood by him. They watched the moment to bring on the conflict in circumstances favorable to themselves,—he, on the other hand, with no apparent intention so to do, balking them at every turn. In this state of things he sought the advice of the superintendent, giving, at the same time, his impressions as to what the rebels intended, and expressing his entire willingness to meet them on their own ground, if the interests of the school would permit. Not doubting the teacher’s courage, and having no fears as to the final result so far as he was concerned, the superintendent nevertheless determined to expel the ringleader, and all the rest of his squad, if necessary. Just as he anticipated, the fellow refused to leave the room when

ordered to do so, expecting, doubtless, a squabble on the spot. But the superintendent had made his arrangements accordingly, and in a few moments the City Marshal entered and politely ordered the self-important upstart to follow him; and such was the end of that conspiracy and of all the trouble growing out of it. It might, otherwise, have terminated most disastrously to all concerned.

In the light of such facts, then, and they crowd the daily journal of any prudent, earnest, energetic superintendent, we see the influence of his supervision on the general interests of the schools, including teachers and pupils,—particularly, first, in reclaiming individual youth from idleness to industry—from moroseness to good nature—from rebellion to cheerful allegiance—from ruin to self-government and respectability; secondly, in ferreting out and defeating the best contrived plots, and in subduing the most unruly spirits.

His influence as a medium of communication between the teachers and pupils on the one hand and the Board of Education on the other, in securing the reports and statistics required by law, and for other purposes, in preserving school property of all kinds, inspiring those, who from the influence and associations to which they are constantly subject would be destroyers, with a taste for cleanliness, neatness, and a love of suitable decorations for their school-rooms and school-grounds. A valuable school-building, substantially and tastefully finished, was most horribly and remedilessly injured and defaced the very first year of its occupation, just for the want a superintendent to exercise a little care in this respect. But having already occupied more space than I at first intended, the temptation to go farther at present must be resisted.

---

Coleridge says that there are four kinds of readers. The first is like the *hour-glass*; and their reading being as the sand, it runs in and out, and leaves not a vestige behind. A second is like a *sponge*, which imbibes everything and returns it in nearly the same state, only a little dirtier. A third is like a *jelly-bag*, allowing all that is pure to pass away, and retaining only the refuse and dregs. And a fourth is like the slaves in the mines of Golconda, who, casting aside all that is worthless, retain only pure gems.



## Correspondence.

---

### A LETTER FROM THE NORTH-WEST.

ST. PAUL, Minnesota, May 31st, 1860.

MR. EDITOR—*Dear Sir*: It has been my good fortune to spend several weeks in an educational tour through the North-West. I spent about three months last fall and winter, and a little more than one month this spring, holding Teachers Institutes, under the direction of Chancellor Barnard, Secretary of the Board of Normal Regents for the State of Wisconsin. During this time, I attended some fourteen or fifteen Institutes, and met about fifteen hundred teachers.

But the last few weeks I have been spending in Minnesota, traveling back from the Mississippi some 50 or 60 miles, running from school-house to school-house, and from town to town, with a view to acquaint myself with the physical features of the country, as well as with its educational status and advantages.

While there are many things here in a crude state, as might be expected in a new country, yet no one can escape the conviction that this *is*, in deed and in truth, *a great country*. In some important respects, she is far outstripping many of the older States of the east. But it is not our purpose to institute comparisons. We only wish to cite the reader to some facts relating to this part of our country.

To one accustomed to generalize, and to seek for the hand of God in ordering the affairs of this nation, and in the development of its sources of wealth and power, it does seem that this great Northwest, the paradise of America, "the birthplace of rivers," and the nursery of great enterprises, the land of "pure and sky-colored waters"; the land destined to become the home of freedom, so rich in soil and marvelous in beauty, so vast in extent, and so bountifully supplied by nature with all that can render nations prosperous and happy—was by express design of the Creator planted way back here—hemmed in by the "Great Lakes," and the forests of New York, Pennsylvania, Indiana and Ohio, on the east, and the mountain chains on the west—on purpose to keep men away from it until they had earned it, by opening up a high-

way to it: thereby fitting themselves for it by a course of discipline, and at the same time fitting the other portions of the country for sustaining a true and profitable relation to this.

All earthly blessings, as well as the heavenly, are enhanced in value by labor. Those alone are fit for them who have fought for them. God seldom pours his blessings in the lap of nations or individuals, unasked or unearned. There is always a course of discipline necessary in order to induce a proper appetite and appreciation. This is in accordance with the great law of nature and necessity. It obtains everywhere, from the lowest to the highest departments of labor and learning. Nations, as well as individuals, must earn their blessings, or they are sure to prove a curse to them. The Israelites served a forty years' apprenticeship in the wilderness, after a sojourn of 400 years in the land of Ham, before they were permitted to taste the sweets of the promised Canaan; and even then they were required "to drive out the nations before them": and so with our own ancestors. They were first led to the rock-bound coasts of New England, where they must needs wear out some of their objectionable peculiarities,—where, by an age of toil and suffering, they were chastened and refined as gold in the furnace,—where their sons and daughters learned their lessons of prudence, and became a hardy, staunch and prudent race, fitted for the emergencies awaiting them. And the character of the country was well adapted to develop those living energies and those sterling qualities. But the land was too narrow for them. They must have more room. It began to impress its narrowness upon their habits, their religion, their education, their modes of living, their social relations, and possibly upon politics. It became the "land of steady habits"—too steady, indeed, for the nation's good; for the extreme of this virtue is adverse to progress. It must needs be broken up. The nation must be stirred to prevent stagnation. The war of the Revolution did this in part; and then away back, there was the wilderness to be broken through, while a garden of wealth and beauty lay quietly sleeping beyond. And men had wild passions to be subdued and wants to be supplied, War would not do these things; but it only aggravated them. They must needs *work*. God sent a spirit of enterprise among them, and their own necessities goaded them until they fled to the wilderness. Their own land was too narrow

for them, and their strong arms were aching for something to do. So He sent them to the forests to grub, to fell trees, to hew, to split, to build and grow strong, and to make the land beautiful with their habitations. And by and by He sends the railroad, which pitches the teeming thousands from the crowded cities of the east right into the valleys of the west, and they spread abroad, like ants, over all the prairies and woodlands, astonished that such beauty and fertility should have been concealed so long. And now just see what we have! A New England amplified, huge in its proportions, yet possessing all the elements of beauty, while her means of wealth and power are multiplied ten thousand times!—not only by additional advantages of soil and climate, but by a new mixing up and commingling of nationalities. Europe sends her millions. Behold the shrewd Yankee and the fiery Frenchman; the staid Englishman and the honest Dutchman—the careful German and the impetuous son of Erin. Here, too, we find the broad shouldered Scandinavian, fit representative of the Northmen. All these elements are fast mingling into one common family, whose product shall be a race vastly superior to any of the component parts.

But such a deep stirring up, and such a general mixing up of elements so different, and so seemingly antagonistic, must necessarily disturb the mass. But it is steadily subsiding into that healthful quiet of industry, which predicts great prosperity. Such a commingling of forces is also calculated to stir up the bad qualities of man's nature, as well as the good. It renders sensible the latent heat or energies, and hence vices as well as virtues are brought to light. But the former, as would naturally be supposed, are chiefly of an outward character. They lack the polish, and hence the poison of refinement. Men are turbulent and wild. Sometimes they play cards, drink whisky, and swear. A half score of them are at it now in my presence, while I record their crimes; and twice that number are looking on. Their foul semi-whisky and semi-tobacco breath poisons the very atmosphere in which I write. O, these are men! men fallen a prey to beastly appetite! Some trembling on the verge, others are wallowing in the pit! But they are men!—men in the image of God! We must be patient with them, therefore, for He is. The heart of the Great Father yearns over them; why should we condemn them? We may not, only

their views. But as bad as their vices seem, I would turn from your polished hypocritical villain, and grasp the hand of this rough sinner at my side, and esteem it a favor—if I had to fraternize with either. There is less real harm in him, and more hope for him, since there are more rough corners and angles upon which we may begin to polish him, to educate and correct him. But no amount of education or polish can ever efface the deep, dark stains of the finished scamp.

But not all the men of the west are of this stamp. These are, happily, becoming the exceptions. They are mostly hardy and enterprising; many of them are highly cultivated and refined. The most of them know how to take care of themselves—one of the essential parts of a good education. This, perhaps, had not been the case to so great an extent, had they lacked the discipline given them by the hardships of their former lives. They are not desperate adventurers, as the Spanish conquerors of South America were; though they possess all, and perhaps more of the spirit of enterprise, than did these hardy adventurers. They are men that, with what polish a good education would give them, would seem reared up on purpose for developing the great resources of this mighty west. God seems, therefore, to have kept this goodly land until He got a race ready to occupy it: and it is quite certain, that had He planted this Eden on the border, and exposed it to settlement first, many portions of the east now populous with life, and teeming with wealth, would have remained until this day without an inhabitant, save the savage and the wild beast. But He has hid it way back, like He hides all beauty and all the choice morsels,—like He has hid the gold and the diamonds, in the hard rocks and in the sand, or deep down in the earth or in the waters.

And why has he thus concealed them? Why just to make men work for them. He hid the fossels for untold ages way down deep in the rock. There God has recorded the history of his creative energies—the world's history and God's autograph. Why did he not write it on the leaves of the trees, in the flowers, or on the surface of the earth, so plain that he that runs may read? Because it was necessary for man's highest development that he should think out this history, and dig it out with his hands. He delves in the earth for the facts, and in his brain for the theories

Both processes are necessary for his growth. God has hid all great scientific and moral truths, so that man may obey the laws of his being in hunting for them: for the benefits arising from the development of these truths are measured by the amount of labor bestowed in the pursuit, and not from the mere acquisition of them. He has hid the literature of the ancients in the hard incrustations of Latin and Greek: and the student that would revel in their delights must first break through this crust. He has hid the beauties and wonders of Mathematics in the hard nut of formulas and problems, and he that would suck their sweets must first crack the nut. He has hid all moral grandeur and greatness, and all spiritual life and enjoyment behind the Cross of Jesus: and he that would "mount up with wings as eagles," must first lift the cross, and carry it up his little Calvary. There is no grandeur without the cross. All is hid behind it. God has hid man's bread beneath the soil, just to make him turn up that soil, and torment it until it yields him that bread. The labor, therefore, that he bestows, not only makes the bread, but makes him hungry, keeps him out mischief, and chastens and refines his faculties. At the same time he obeys the merciful and divine injunction—not a vindictive penalty, or a curse, as many have supposed, but a blessing, a most merciful provision for man's necessities and education, viz: "In the sweat of thy face shalt thou eat bread all the days of thy life," etc. Man would become a greater loafer than he now is, were it not for this merciful necessity laid upon him. His own faculties would torment him with their ceaseless desires for activity, and his own wants would clamor for redress. I can scarcely conceive of a greater hell, than the hell of perfect idleness.

All blessings must be sought for and labored for, or they become a curse. "Ask, and ye shall receive; seek, and ye shall find." Merely wishing for blessings will never bring them. They must be asked for, and sought in the Heaven-appointed way—through toil and strife. God has hedged them about with difficulties, just to keep lazy loafers from stealing them. Hence they are deprived of them by sacred authority. Truth closes her lips tighter than an oyster-shell against all idle intruders. She only opens them when hard pressed, and then only to the patient laborer. She spits upon the insipid fool who only dallies with her tresses, but throws wide her arms to embrace him who daily worships at her shrine. She hides her choice treasures deep in her own bosom, and he alone can call them hence who pays the penalty in labor. She plays the coquette with all her votaries, shunning them but to excite and strengthen them, until she is compelled to yield; and then, O how sweet her kisses are! Her breath is the pure zephyr, and the taste of her lips is the taste of nectar.

Such is truth, and such is labor. Such is the west, and some of the conclusions that force themselves upon the careful observer. And this leads us to inquire into the future of this great country, and the character of the education best suited to her wants. 1. It seems plain that God had a purpose in exposing the poorer parts of our country to settlement first. This purpose has been held up in the preceding views. It seems equally plain that superior advantages and outlay of means demand superior men to manage them. Hence I believe it is God's intention to raise up a better race of men and women here in this strangely beautiful country, than has ever yet existed on the face of the earth. I believe this was his intention when he made such an extravagant outlay of means—such a marvelous display of beauty—and hedged them about as he did, and guarded them for centuries, while the old world was plethoric of power,—or, until every thing was ready.

And this, Mr. Editor, leads us to inquire after the character of the education necessary to produce these results; or necessary, rather, as co-operative means which God can make use of for the accomplishment of his great designs. But this must be reserved for another letter.

Thine,

JOHN OGDEN.

## Mathematical Department.

### PROBLEMS FOR SOLUTION.

No. 10. By the Editor.—If 9 gentlemen or 15 ladies will eat 17 apples in 5 hours, and 15 gentlemen and 15 ladies can eat 47 apples of a similar size in 12 hours, the apples growing uniformly; how many boys will eat 360 apples in 60 hours, admitting that 120 boys can eat the same number as 18 gentlemen and 26 ladies?

No. 11. By the Editor.—A, B, C and D make up a stock of \$1924. A's money was in trade 4 years, B's 3, C's 2, and D's 1. At the end of the 4th year, A took for his share of the stock and gain \$1296, B \$931, C 642, and D's *gain* was \$79. It is required to find the stock of each.

No. 12. By the Editor.—How far would a man have to travel to wind round a post three feet in circumference a thread 113 yards long, provided he keeps the thread continually straight and the ratio of the circumference of a circle to its diameter be as 355 : 113?

TO OUR READERS.—The short space of time between the issue of the June number of the *Monthly* and the July number has not given our contributors time to send in any solutions.

Communications for this department should be sent to W. D. HENKLE, Lebanon, Ohio.

## Editorial Department.

---

### LOGICAL WRITING.

We greatly admire logic in writing. We like clear statements of principles; induction and deduction in fair balance; argument closely wrought in simple but earnest words; the several parts of a discourse firmly dovetailed together, and rendered impervious to the tongue of the gainsayer. Twelve thousand copies of Worcester's Dictionary have been ordered from England, and we trust that they will exert a "helevating" influence on the literature of our cockney cousins. N. B.—That participial adjective is not an originality with us. We heard it the other morning in a prayer-meeting, from a native Briton. Certain tracts he thought well adapted to exert a "helevating" influence on the young. It is our opinion that the Nassau Street Tract Society is exerting just that influence on old and young. We are sorry to think so, but such thoughts we have. Speaking of Dictionaries reminds us that one of the publishers of Webster's Unabridged has lately formed a life partnership with a Michigan lady. In making this selection we doubt not that he has acted upon the principle—"Get the Handsomest, Get the Best"! May their happiness ever remain "Unabridged". Lynch law is sometimes a terrible thing, as the Vicksburg gamblers some years ago discovered. On the other hand it is sometimes a beautiful and blessed institution, as our readers may discover by a visit to the Circleville Schools. The day we recently spent in those schools gave us the impression that it would do a large number of our cities, villages and townships extensive good to be subjected for an indefinite period to the constraints and restraints of the Lynch code. Lynchism is not necessarily mobism. There is no despotism so terrible as that of unlimited democracy, which once ruled in Paris, and which once a year rules in Baltimore. Intensified "Uglyism" is the ugliest of all the sons of Satan. The "one man power" is, as a general rule, an odious style of government. But many of the best schools in Ohio owe their excellence to this kind of authority. Go to the town of ———, and you will find that one man is the mainspring of all the educational forces that are there in action. He worked up public sentiment in favor of a thorough school organization; his influence carried the vote in favor of taxation for good school buildings; he managed to secure first class teachers; and his pervading spirit carries on those schools with efficiency and success. In these remarks we have no special reference to Mr. Purcell, of Washington C. H., for there are a hundred other towns in Ohio whose noble schools live and move and have their being as the result of the "one man power." We trust that the President of our State Teachers' Association will not forget that his great-grandfather presided over the Continental Congress. The old gentleman was very strict in enforcing rules of order. When a delegate was disposed to afflict the body with irrelevant bosh, he made the fellow shut his mouth and take his seat. But for this efficiency we might still wear the

British yoke; no star spangled banner would float on the breezes of "unmitigated freedom"; no American eagle would perch upon our mountain tops, spreading his glorious pinions from ocean to ocean; the "Mount Vernon Papers" never would have been written; and last, but not least, the *Ohio Educational Monthly* would never have seen daylight. Therefore we are decidedly in favor of having the best of order preserved at our Newark meeting. It will last but two days, and there will be no time which we can afford to throw away.

---

## Monthly News.

---

THE Twelfth Annual Meeting of the OHIO STATE TEACHERS' ASSOCIATION will be held at NEWARK on the 5th and 6th of July, commencing at 9 o'clock A. M. of the former day (Thursday). The following is the programme of exercises:

Thursday A. M.—Inaugural Address by the President; Enrollment of Delegates; Report on Supervision, by M. F. Cowdry of Sandusky.

Thursday P. M.—Report on the Classics in reference to Rational Education, by Geo. H. Howison of Harmar; Report on High Schools; Miscellaneous Business.

Thursday Evening—Report on the Life and Services of Hon. Horace Mann, by W. T. Coggeshall of Columbus; The Annual Address, by Prof. E. B. Andrews of Marietta.

Friday A. M.—Report on the Culture of the Will, by E. H. Allen of Chillicothe; Report on the Examination of Teachers, Hon. J. A. Garfield of Portage.

Friday P. M.—Address by W. E. Crosby of Cincinnati; Election of Officers; Miscellaneous Business.

Lady delegates will be entertained in private families. The Hotels propose liberal terms. The usual half fare tickets will be solicited.

E. E. WHITE, Ch. Ex. Com. O. T. A.

---

THE following railroads will carry delegates to the annual meeting of the State Teachers' Association, at Newark, July 5th and 6th, for half fare: Pittsburgh, Fort Wayne & Chicago Railroad; Springfield, Mt. Vernon & Pittsburgh do.; Sandusky, Mansfield & Newark do.; Cincinnati, Wilmington & Zanesville do.; Little Miami, Columbus & Xenia do.; Central Ohio do.; Cleveland, Zanesville & Cincinnati do.; Cleveland, Columbus & Cincinnati do. Other companies in the State have been written to, but have not yet been heard from. It is presumed they will make a similar arrangement.

R. W. STEVENSON, Sec'y O. T. A.

---

NATIONAL TEACHERS' ASSOCIATION.—In August last, during the session of the National Teachers' Association, held in Washington, D. C., the Board of Directors, according to the provisions of the constitution,

*Resolved*, That the next meeting of the Association be held in Madison, Wisconsin; commencing on the second Wednesday of August (the 8th), and continuing four days.



But in view of several considerations, and at the request of many members of the Board, and others of the Association, it is considered best to change the place meeting from Madison to Buffalo, New York.

The third annual meeting of the Association will, therefore, be held in Buffalo, on the second Wednesday of August next (the 8th), commencing at 10 o'clock, A. M. This change of place is called for by many, both East and West; indeed, the proposed change meets with the general approbation of all.

The friends of the cause in Buffalo, extend to us a hearty welcome. They pledge themselves that every facility shall be afforded for the business of the Association, and that they will do all in their power to make the occasion one of pleasure and profit.

Arrangements will be made with the hotels for a reduction in the price of fare. Ladies will be entertained gratuitously. On the principal lines of travel the usual reduction of fare is expected.

It is well known that the City of Buffalo is a most delightful summer resort; cool and healthy, and that the people are noted for their public spirit of generous hospitality. It will be remembered that Niagara is within a few miles of the city, and can be visited at any hour of the day.

Arrangements have been made to secure able and popular lecturers. Several important reports and other papers will be presented. The meeting is expected to be one of the most interesting ever held in the country. Particulars will be given in a few days, in the programme of the meeting.

J. W. BULKLEY, Pres't.

Z. RICHARDS, Sec'y.

CINCINNATI.—The Union Board, having special charge of the High Schools, have made an effort to raise the salaries of the Principals of Woodward and Hughs Schools to \$2000—but the School Board would not consent to the increase. The Principals of the Cincinnati High Schools are receiving the lowest salaries paid in this country for like positions. Why this should continue in a city having the deservedly high reputation for public schools that Cincinnati has, we have as yet been unable to understand. The expenses of the High Schools are borne partly by the income of the Woodward and Hughs funds, which, it seems to us, would remove the usual objection to paying teachers what their services and ability are worth; as the whole burden does not, in this case, fall on the tax-payers. We hope the School Board will reconsider the matter, and pay their Principals the \$2000 asked for, and raise the salary of the Superintendent to \$2500,—salaries which are worthy of the Cincinnati school system; if such salaries are not paid, we do not doubt that the talent and experience now engaged in these places, will be sought for elsewhere, or they will finally be induced to engage in other and more lucrative pursuits.

The salaries of the first Male Assistants of the Intermediate schools have been raised to \$900. One more large district school building will be erected this summer.

Mr. P. L. T. Reynolds has resigned the Principalship of the Tenth District, and Mr. A. E. Tripp has been elected to fill the vacancy.

Prof. Henry T. Crawley, of Mount Auburn Seminary, was mysteriously murdered on the morning of June 7th, on Main street near Hunt, while on his way home from the Opera, with two young ladies belonging to the Seminary. Prof. Crawley was an accomplished gentleman and scholar. He was beloved by all who knew him, and his loss will be seriously felt in the community.

Prof. Soule, lately associated with Mr. Brooks of Cincinnati, has been employed as first Assistant in the Boys' Academy of that city, at a salary of \$1800. This is the highest salary paid any teacher in the Queen City. This shows that individual enterprise can do what the great city of Cincinnati dare not do. If an assistant in a private academy can command \$1800, should not a principal and superintendent in the same locality receive more than \$1750? Andrew J. Rickoff, former Superintendent of the Cincinnati Schools, is the Principal of this Academy, which leads off in offering living salaries to men of talent and ability in the profession.

The School Board at Cincinnati has dispensed with examinations upon the transfer of pupils from the district schools to the intermediate schools.

---

DAYTON.—The Teachers of Montgomery county and vicinity, will hold a Teachers' Institute at Dayton, commencing July 3d, which will continue four weeks. The Teachers as elected, are Messrs. Hall, Principal of High School; Crumbaugh, Assistant in High School; Mrs. Stevens, do.; Butterfield, Ellis and Fenner, Principals of Ward schools. With such a corps of Teachers, the Institute will undoubtedly be well attended, and highly beneficial to the students. We are sorry, however, that it was not put off one week in order that such as wished could attend the meeting at Newark, without losing time in the Dayton Institute.

The School Board of Dayton have lately effected a consolidation of the Dayton and Public School Libraries, making a very respectable collection of valuable books numbering about 7000 volumes. They occupy a fine room in the central part of the city, and have it open three nights and Saturday of each week.

The Eastern School House is to be removed, and a fine large building will be erected in its place this summer, at a cost of \$10,300. Our Dayton neighbors will have good school buildings.

At last the salaries of the Principals of the schools in Dayton have been raised. The Principal of the High School will hereafter receive \$1200; his Male Assistants, \$1000, and the Principals of the Ward Schools, \$1000.

---

ATHENS.—The Commencement at old Athens, which closes on the 12th, will be an occasion of unusual interest. Two Alumni of the University, who graduated before any who now receive their diplomas were born—E. W. Sihon, D. D., who will deliver the annual address, graduated at Athens in 1827, and Thos. Ewing, who will deliver the Alumni address, in 1815. The Alumni reunion will no doubt be an affair long to be remembered by the good people of Athens, and all who are fortunate enough to be there. These reunions of old schoolmates are social and intellectual treats, which are very properly growing more and more popular.

The Teachers of Athens will hold a Teachers' Institute on the 23d of July. The following Board of Instructors shows that the University does not hold itself aloof from common school interests. That's right, friends, we are engaged in a common cause.

S. Howard, D. D., Pres. O. University, Principal, and Lecturer on English Language.

Prof. J. C. Zachos, of Cincinnati, Elocutionist.

Prof. J. G. Blair, O. U., Lecturer on Natural Sciences.

Prof. W. H. Young, do., Lecturer on Arithmetic and Elementary Drawing.

Prof. E. T. Tappan, do., Lecturer on Methods and School Government.

J. H. Doan, Athens Union Schools, Lecturer on Geography and Grammar.

We hope Athens county will not forget that we ought to have 125 subscribers for the *Monthly* from that part of Ohio.

---

**WESTERN RESERVE SEMINARY.**—The anniversary of the Philomathian Literary Society took place on Wednesday Evening June 20. Commencement exercises occurred on Thursday the 21st.

---

**WARREN HIGH SCHOOL.**—The Anniversary Exercises of the High School took place at 9½ o'clock A.M., on the 22d ult.

A Spelling Match was held on the 21st ult. Citizens of Warren, young and old, competed for the prize. Webster's Unabridged Dictionary, (Pictorial Edition,) and other prizes were awarded to the successful competitors. McGuffey's Spelling Book was regarded as the standard in pronunciation and orthography.

---

**SPRINGFIELD HIGH SCHOOL.**—The citizens of Springfield decided, at their late election, to discontinue the High School and Superintendent; accordingly on the 22d ult., this school was closed. This is a backward step for Springfield, and we hope it will be speedily corrected. The High School has been a success under the principalship of Mr. E. P. Ransom, and the schools will, undoubtedly, feel a serious loss in its discontinuance.

---

**THE XENIA UNION SCHOOLS** closed on the 22d ult., when a class of graduates received their diplomas. The school is under the superintendence of Mr. Twitchell, and the *Torchlight* says, "We are pleased to learn that the schools have been successfully and satisfactorily conducted during the session just closed."

---

**XENIA FEMALE COLLEGE.**—The commencement took place on the 26th of June. The address was delivered by Rev. L. D. McCabe, D.D., of the O. W. University.

---

**BUCYRUS NORMAL SCHOOL.**—Funds have been raised to establish a Normal School at Bucyrus, and application made to the School Commissioner to recommend a principal.

---

**KENTON COLLEGE.**—On Tuesday, May 29th, the graduating class of 1860 planted the Ivy at the east front of the College. It is said to be a growth from one planted by Sir Walter Scott, at Abbotsford.

---

**THE School Tax** of Perrysburgh has been reduced from seven mills on the dollar, to four for this year.

---

By a typographical error in the June number of the *Monthly* we are made to say, that Mr. Holbrook's Normal Institute would commence July 25th. We intended to say *June 25th*. See full particulars in advertisement published in our May number.

Dr. E. Thompson, President of the Ohio W. University at Delaware, has been appointed Editor of the *Christian Advocate* at New York City. We regret to lose Dr. Thompson from the work in Ohio. He has been one of our best and greatest men. We wish him the abundant success which his eminent fitness for the post deserves.

---

PROF. JOHN OGDEN.—We learn from the Minnesota papers, that John Ogden, of Ohio, has been appointed Principal of the State Normal School of Minnesota, at \$1400 per annum, and that the school will be opened immediately. Mr. Ogden has long been one of our most active Teachers and laborers in the educational field. While we regret that Ohio must lose the active services of Mr. Ogden, we congratulate our young sister State on the acquisition of a spirit that will do efficient service in the inception of her school system. Under his management the Normal School will be prosperous, and the schools of Minnesota will be well supplied with good Teachers.

---

REV. DR. HITCHCOCK, of Amherst College, Mass., has received recently the merited honor of an election to the Imperial Geological Institute of Austria.

---

PROF. C. A. GOODRICH, of Yale College, died recently in New Haven, his native city. Prof. Goodrich was a successful author and editor. He was author of a Greek Grammar and a series of Latin and Greek Lessons, and editor of the *Christian Spectator* for 10 years. He also prepared the revised edition of Webster's Dictionaries. His loss will be severely felt in all parts of the American educational field, but more especially at Yale, where he has been engaged so long both as an instructor and minister.

---

MR. S. G. GOODRICH, the celebrated Peter Parley, died suddenly in New York since our last. Mr. G. was the author of a series of Peter Parley's Tales about America, numbering one hundred and seventeen volumes, "Recollections of a Lifetime," and U. S. History. Under Mr. Fillmore, he was Consul at Paris, where he reflected much credit upon his country and upon himself. His loss will be severely felt by all his friends. The millions of little ones who read his wondrous stories will drop a tear for their good old Peter Parley.

---

PROF. D. H. BALDWIN will hold a Musical Convention at Xenia, commencing July 3d, to be continued 4 weeks. Prof. B. has long been a successful teacher of music, and was one among the first who began these conventions in Ohio. His success in Cincinnati for the last few years, is a sufficient evidence of his eminent ability for the post. We refer to the advertisement which explains itself.

---

WE desire to call attention to the advertisement of Butler's Ink. We have used it for several years, and it has grown better and better, until now we cannot distinguish between it and Arnold's, which has such a wide reputation in Ohio. This is home manufacture, and if good, certainly ought to be encouraged.

WE call special attention to our new advertisements. Examine them *all*.

CLARK'S SCHOOL VISITOR.—The place of publication for this popular little sheet has been removed from Pittsburgh to Philadelphia. The office is 411 Walnut street.

## Book Notices.

---

**OUTLINES OF HISTORY.** Illustrated by numerous Geographical and Historical Notes and Maps; embracing, I. Ancient History, II. Modern History. By Marcus Willson

This is a "School Edition" of a most valuable history. "Willson's Historical Series" is too generally and favorably known to need either announcement or commendation. But this number has recently come under our eye, and we can not deny ourselves the pleasure of saying that we know of no better work of the kind. It is sufficiently full for its purpose; the style is clear and vigorous, and its statement of facts reliable.

**ELEMENTARY ANATOMY AND PHYSIOLOGY,** for Collegies and Academies. By Edward Hitchcock, D. D., LL.D., and Edward Hitchcock, jr., M. D.

If D, L and M, duplicated and re-duplicated, have any force when employed to back up men's names, this surely should be an excellent work. And such it is. We believe that it is adapted and destined to be highly useful. The elder Hitchcock is known throughout the land, and in other lands, as one of our most learned men. The younger seems to be a legitimate branch of the parent vine. The work is sufficiently scientific and thorough, while its style is pleasing and popular. The illustrations are unusually fine.

**THE AMERICAN DEBATER.** By James N. McElligott, LL.D.

We have omitted most of the title-page of this most excellent work, not having patience to copy what would cover nearly two written pages of cap paper. But the book we commend to all who would become accomplished deliberative orators. Young men will find it greatly to their advantage to make this work a study. The rules of debate and the laws of parliamentary order are clearly stated. Just here we take the liberty of hinting that if every man who shall take part in the next meeting of the Teachers' Association, will read this book before July 5th, it will greatly facilitate business.

**THE HUMOROUS SPEAKER:** Being a choice collection of amusing pieces, both in prose and verse, original and selected, consisting of Dialogues, Soliloquies, Parodies, etc. Designed for the use of schools, literary societies, debating clubs, social circles and domestic entertainment. By Oliver Oldham.

Genuine humor is a capital thing in its place,—a *capital thing*. It doeth good like a medicine, yea and more than a medicine. For headaches and heartaches it is a cotholicon, pleasant to take and pretty certain to cure. The science of pharmacology has never found out a panacea for certain classes of ailings so good as a pure article of humor. But all medicines may be adulterated and rendered worthless, or worse. And so of humor. Many retailers of humor—so called—ought to be indicted for dealing in a spurious article; old second hand drugs which have been so long exposed to the weather as to become stale, insipid and dead.

The work under review is partly genuine and partly not—wise and foolish, in about the same proportion as were the virgins who went forth to meet the bridegroom.

THE ART OF ELOCUTION, exemplified in a systematic course of exercises. By Henry N. Day, author of "The Elements of Art of Rhetoric." Cincinnati, Moore, Wilstach, Keys & Co.

This is a good book, prepared by a good man for a good purpose. The author was, some thirty years ago, valedictorian at Yale, and then tutor in that College. Subsequently for some years he was Professor of Rhetoric in Western Reserve College, and now he worthily fills the office of President of the Ohio Female College, at College Hill. A better text-book upon the art of elocution we have never met.

---

## Official Department.

---

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., July. 1, 1860. }

The Board of Education in ——— Township consists of eight members, exclusive of the township clerk. At a recent meeting there were present four members and the clerk; making five in all.

*Question*—Was that a legal meeting for the transaction of business?

*Answer*—Section 20 of the School Law says, that a *majority* of the members of the Board shall constitute a quorum for the transaction of business. The township clerk is not entitled to a vote in the Board, and is not a member thereof except for clerical purposes. As four members do not constitute a majority of eight, a quorum was not present, and no business could be transacted.

Our town, previous to the passage of the Akron School Law, was divided into four school districts. After the passage of that law one district, although we were an incorporated village, adopted that law. After the passage of the act of 1849, the other three districts organized under that act. But the one district under the Akron law refused to come in.

*Question*—Can any part of an incorporated village organize itself into a school district under the Akron law?

*Answer*—Without hesitation I answer this question in the negative. See Ohio School Laws, chap. iv. pp. 46 and 47.

The Board of Education in ——— have appropriated \$400 for building a school-house in one of the sub-districts. The people in the neighborhood propose to subscribe enough more to build a large house with an upper room for a High School. Some object on the ground that the State fund and individual donations can not be applied together for building purposes.

*Question*—Is this objection well taken and valid?

*Answer*—I see no valid objection to building a school-house in the manner proposed. Section 68 of the School Law gives Boards of Education authority to receive donations for the benefit of the schools under their charge. The house when completed must be controlled by the Board of Education.

ANSON SMYTH, Commissioner.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

---

AUGUST, 1860.

---

---

Old Series Vol. 9, No. 8.

New Series, Vol. 1, No. 8.

---

---

INAUGURAL ADDRESS.

BY JOHN HANCOCK.\*

LADIES AND GENTLEMEN—MEMBERS OF THE ASSOCIATION :

Let me congratulate you on the happy circumstances under which, after another year's labors, so many of us have been again permitted to assemble for counsel, and for social intercourse.

Permit me, at the opening of the few remarks I may have to make, to return to you my sincere thanks for the high mark of your approval and the honor you have done me in placing me in the position I am to occupy during the present session : and not only for this mark of your regard, but for the many others I have received from you during my connection with this Association.

Let me also express the hope that this meeting of the Association—the last at which I shall ever probably preside—may not be inferior to its predecessors in interest, and in its contributions to the progress of our cause ; but rather may be remembered by every friend of popular education, as one in which flagging interests and dormant energies were aroused, and in which wise counsels prevailed.

To this end it shall be my endeavor, in all the deliberations of this Convention, to enforce, so far as I understand them, the par-

\* President of the State Teachers' Association, and Principal of the First Intermediate School, Cincinnati.

liamentary rules, divested, of course, of all those formalities which seem to have been invented to enable a factious minority to thwart the will of the majority, and to retard business. In this endeavor, I trust I shall have the hearty concurrence and assistance of every member of the Association, for I am convinced that it is only by a rigid adherence to parliamentary usage that perfect fairness may be secured to all parties.

And shall I be deemed presumptuous, if I express the hope that we shall find among us none of those who, like the messenger in Bible story, shall be found running, having no tidings ready; nor yet many of them who seem to be possessed by what may be termed a demon of resolutions, and whose special mission it seems to be to offer resolves in deliberate assemblies, and to consume valuable time in making speeches thereon, looking to no determinate action, and embodying only the baldest and stalest common-places.

I believe I but speak the unanimous voice of the Association, in saying that we desire the freest and fullest discussion of every topic worthy of discussion which may come up; but at the same time desire that there may be no long-winded speeches; that the speaking may be spirited, prompt, sharp, and go directly to the heart of the subject, while it shall be characterized by a courtesy devoid of bitterness and personalities.

Carlyle has somewhere said: "Not what I *have*, but what I can *do*, is my kingdom." Had he asserted the kingdom to be not what we *can* do, but what we *have* to do, the teachers of our State might justly claim a very ample heritage. The stone which we had with so much labor rolled up the mountain side is beginning to return upon us, and our work is partly to be done over again.

The short-sighted and illiberal policy of our Legislature last winter, in repealing the Library law, backed, I am grieved to say, by a few of our newspapers, can not but be a source of profound regret to every friend of progress.

There is rapidly developing amongst us a taste for reading, and it is a matter of no little importance that this taste should be directed in the proper channel; that it should be fed with proper food, and not with poison. Free libraries will furnish the former—our thousands of flash newspapers the latter.

The question resolves into this: Shall we have purity and no-



bleness cultivated among our people, or that impurity and recklessness that convert men into brutes? One of these we must have. Our legislators have chosen; shall we—will the people—abide by this choice? I trust not. Let the just indignation of the people fall upon and consume them. “Let them be remembered at the polls.”

For my own part I shall ever look upon free books as the means next in importance to the free schools in the cultivation of the popular mind; and I shall always speak and labor for them with whatever of ability I may possess. The liberal policy would have been to amend the law in those points in which it was defective, not to destroy it.

The development of the natural resources of our State is, of course, of the first importance. But is that any reason that the minds of our people shall, mole-like, burrow in the earth they cultivate? Shall the feverish desire for wealth increase in a geometrical ratio with the facilities for its acquisition? Such seems to have been the case for the last few years; yet it ought not to be so. Nobler culture and purer tastes should go hand in hand with increased wealth. A liberal expenditure by the State to secure these, is the truest economy; yet we hear from many steadfast friends of free schools cautious warnings in regard to levying taxes to sustain them, lest the people should rebel. For myself, I now have, as I have always had, a better opinion of our people. These foreboding friends of the schools are deceived; what opposition there may be to taxes for this purpose, comes not from the people at large, but is the sniffling cant of professed politicians, whose sole aim is, by a kind of plausible demagogueism, to advance their own selfish interests. It would be well, could we return to the Grecian system, (for which I have a profound admiration,) and ortracise these demagogues. Among us, these pests to society seem to be cat-lived. Having killed them in one place by a most decided popular vote, and buried them deep beneath public contempt, yet they are sure to turn up somewhere else, just in time to prove the bane of some good cause.

If the State shall determine to pursue a starving, miserly economy towards our public schools, let it save all by abolishing them altogether, and abandon education to private enterprise. Let not the people be mocked by a show of culture without its substance.

We hold it to be self-evident that the great masses in every nation, and under every form of government, must be educated by a system of public instruction, or not at all. And were our legislators to suspend the operations of our schools but for a single year, they would learn the views of the people in most unmistakable terms. The mass of our people bear the lot of poverty and toil that falls to them, not without grumbling, it may be, yet without violent outbreak; but inaugurate any system looking towards a withdrawal of those facilities for education, that in some sort, place all men on a common level, depriving them of the hope of ever rising to a better condition, and reducing them to a condition of serf-bondage, and, unless we much mistake their temper, you would raise a storm of indignation that would sweep from the management of affairs both pettifogging statesmen and pettifogging notions of public policy. Education has already raised a spirit among the people that no exorcism of politicians can ever lay. Our schools must then go on, and the questions we are here to consider are as to the best means of making them more effective and more worthy the public confidence and regard.

Time was when this Association was a power in the State for good. I see around me to-day the warriors who, in its earlier days, fought hard battles and won great victories. As in time of a sudden invasion by an enemy, the veterans of former wars, who have long rested in the shade of the olive tree, arise, gird themselves and go forth to battle, so we may expect to see again our veterans buckle on their armor and take the field.

There seems to be a conviction among the most earnest and best informed of our educators that we have about reached that point when it will be necessary to go over the whole field of educational controversy; and, although we have no more doubt of the final result than we have of the ultimate triumph of truth over error, yet the attainment of this result, by our indifference and inaction, may be long retarded; and we can not, humanity can not afford to wait. The field is whitening for the harvest and reapers are called for.

This meeting of our Association has been looked to as the pivot-point in its history, and the question has been anxiously and frequently asked as to what was to be *done* at it. The Chairman of the Executive Committee has made such provision as warrants the ex-

pectation that our discussions shall not deal in "glittering generalities," but lead to practical results. Notwithstanding this, you will permit me to call your attention to a few additional points. I have felt a strong interest in education in the rural districts for many years; and I have felt that the interest in union and graded schools has too much excluded them and their wants from the consideration of the Association. This may have been partly owing, also, to the inherent difficulty of fixing upon any plan for bettering their condition. But when we reflect that more than three-fourths of our youth are educated in these schools, it seems to me highly proper that they should receive more of our attention, and that an effort at least should be made for their benefit. I think I but express the conviction of the best informed of country teachers, in saying, though something may have been done for a more thorough education in country places, yet the progress is far less than it ought to have been, and that many regions are yet almost destitute of any instruction that is really valuable. The improvements which have taken place must be attributed almost entirely to the increased efficiency imparted to their teachers through the means of the Institutes held in the different counties. This Association has always taken a friendly interest in County Institutes, yet I would recommend that more active measures be adopted for their encouragement. Means should be devised to furnish the counties which are still destitute.

In addition to this, I would recommend the subject of the creation of the office of County Superintendent of Schools, *by the legislature*, to the consideration of the Association. The subject has heretofore received some attention from you, but with no definite results. The system has been found to work well in other States, and I know of no other means by which the whole people may be reached. It is the people we must look to in all these movements. We ought to have men to visit every school-house in the land and talk to the people of education. They might not have large audiences at first, but the time will come when they would be listened to with interest. I have heard it said that when Horace Mann first started out to lecture the people on education, some of his meetings were attended by not more than a dozen persons; yet he was not discouraged, but persevered, and the value of the fruit of that perseverance to Massachusetts, nay, to the whole country, never can be estimated.

This measure would undoubtedly encounter opposition, but even that, if we should not succeed in our object at last, would do us good. Discussion must always result to our advantage. There is nothing we have so much to fear as indifference. Let the people but once take sides, and interest is sure to be awakened. If we can not have County Superintendents, let us then try for District Superintendents, each district consisting of a few counties. Even this would be a great gain.

I am glad to note, as a sign of genuine progress, the disposition on the part of Probate Judges in the different counties, to appoint none to the office of County Examiners but practical teachers. These examiners, wherever they faithfully discharge their duties, are steadily advancing the standard of teachers' qualifications. It should be a point with all genuine teachers, in their respective counties, to support their examiners in rigidly requiring such qualifications on the part of applicants as will effectually shut out from the profession the manifestly unworthy. No men are more subjected to carping, ill-natured criticism, than they. The truly deserving will frown down all such exhibitions of malignity. The method of written examinations, which I believe is the one now generally adopted, has superior merits in this, that it furnishes an exact and equal standard for all, as well as always being an accessible record, to which the examiner can refer the ignorant and disappointed candidate—and a beautiful record it frequently is! Good trustees are quite as important to the prosperity of a school as good teachers, yet we can only reach this matter by operating on the people. Instead of the selection being made from the wisest and best men in the community, they are too often selected by the gambling operations of vile partisanship.

Since January, all official connection between the Association and our *Educational Journal* has ceased, though I trust our interest in it, as an important educational means—very important to every teacher—will continue unabated, and that we shall not fail to give it a generous support. Under the management of its new publishers it has been made one of the most attractive and interesting of all our educational periodicals, and I am glad to be informed that it is enjoying a very fair patronage. I have no doubt that the new arrangement will prove a good one for the Associ-

ation—relieving it from much financial embarrassment—and I hope it will be remunerative to the publishers.

There remains one other point to which I wish to call your attention very briefly. This is so full of moment, that I have purposely left it to the last. In what I shall say upon it I shall but speak the opinions of the foremost in educational undertakings. In years gone by, the Association did a great work, almost by a single means—and to the labor of its agents may, in a great measure, be attributed whatever of nobleness and pre-eminence in education our State has attained. Assisted by your counsel and your aid, they have made a noble and ineffaceable record in our educational history. The question is now for you to decide whether, looking forward to other, and it may be, nobler achievements, we shall again venture, as we did in former years, with confident hopes, upon a similar course. All methods and systems are but senseless forms, until vitality is breathed into them by an energetic, enthusiastic worker, who shall infuse the cause with the elements of his own spirit. Could we put such a man into the field, I doubt not we should soon see the old flame re-kindling, and instead of the indifference that manifests itself among our teachers, we should see uprising a mighty spirit of work; of the work that looks not alone to money for its reward, but to a reward far nobler.

In reviewing the whole field, though some portentous clouds hang about the horizon, we have faith that the light of free education will dissipate them; and, though often perplexed, we are not in despair. Though the interest of the people may seem dead, we think it but slumbers, and needs only the proper means to arouse it into action. I have seen enough in the crowds that have attended all the closing exercises of our own schools, which have lasted through two weeks, to convince me where the peoples' heart is.

The year, which has been abundant in joyous scenes, has not been without its sad and solemn ones. Since our last meeting, the black shadow of the wings of the Angel of Death has fallen upon our Association. The noblest—he upon whom was most centered our love and veneration—was summoned, and, cheerfully and fearlessly taking up his staff, he set forth on his lone journey across the dark valley. As we looked upon the unbent form of Horace Mann, crowned with silvery locks, and listened to his per-

suasive speech, when he stood among us last summer at Dayton, little did we imagine that we should see his face no more. It is not my purpose to enter upon an extended eulogium of our departed friend and brother—that sad and pleasing duty has been assigned another—yet I should be doing violence to my own feelings did I not contribute my mite of affectionate praise to his character. I have listened to more than one address upon his life, yet they all seemed unsatisfactory. None of them seemed to me to apprehend his greatness.

As has lately been said of another, he was not a man who required apologies. To what he considered the greatest cause which can engage the attention of mankind, he brought a soul all aflame with a noble enthusiasm, and upon its foes he struck hard and stinging blows, for which he would have scorned to apologise, and for which no apology was necessary. Terribly in earnest, he worked with terrible and unsparing energy, and he fell as every true warrior would wish to fall, with his armor on. His ideal of the true manhood was a grand and noble one, and he endeavored to live it in his own person. None have ever set forth its beauties in more eloquent terms, or succeeded better in implanting in the hearts of young men a desire to rise into the regions of a pure and ennobled activity. The greatest educator the New World has produced, his influence on American instruction will last while time endures.

But it is not his greatness that most attracts us. His modesty was one of his chief ornaments. You are all witnesses of how unpretentious he was. He never thrust himself forward, but when rising to address the Association would always defer to any member, however humble, who wished to claim the floor. That for which I most loved him was his kindness to young men. He did not, as is the manner of too many who have attained distinction, pass by the young who were struggling to rise, with coldness or indifference, but stretched out to them a friendly and encouraging hand. He was, emphatically, the young man's friend, and young men will not soon forget him. But the throbbing brain that toiled, and the warm heart which ever beat with love for the whole race, are still forever.

"After life's fitful fever he sleeps well.

PROCEEDINGS OF THE TWELFTH ANNUAL MEETING  
OF THE OHIO STATE TEACHERS' ASSOCIATION.

The Twelfth annual meeting of the Ohio State Teachers' Association was held in the City Hall, at Newark, July 5th and 6th, 1860. The number of delegates was about two hundred.

The President, John Hancock, of Cincinnati, called the Association to order at 9 o'clock A. M., and Rev. S. J. Humphrey opened the exercises with prayer. After which Hon. Gibson Atherton welcomed the teachers of Ohio to the hospitalities of the city, on the part of the city authorities; to which the President of the Association responded.

Dr. Marble, President of the Board of Education, welcomed the Association, on the part of the Board and Teachers of Newark, and was responded to by Lorin Andrews, President of Kenyon College.

Mr. E. E. White, of Portsmouth, Chairman of the Executive Committee, then reported the following order of business for the morning session:

1. Inaugural Address from the President.
2. Enrollment of Delegates.
3. Financial report.
4. Discussion—Subject, High School.

On motion, Messrs. J. B. Nichols, of Cincinnati, J. H. Reed, of Mansfield, and George L. Mills, of Newark, were appointed Assistant Secretaries.

After the delivery of the President's Address, Rev. Alexander Duncan, of Newark, offered a resolution:

*Resolved*, That so much of the address as refers to the Library be committed to a committee of five; so much as refers to District Schools to three; to Agency three; and to the late Horace Mann three.

Half an hour was then spent in the enrollment of delegates.

Mr. White made a statement of the financial condition of the Association; also, the manner of settling the accounts of the Association with Follett, Foster & Co., of Columbus, in reference to the *Journal of Education*, since December 31st, 1857.

The President announced the following committees:

On Library—Hon. Anson Smyth, of Columbus; W. D. Henkle, of Lebanon; I. S. Morris, of Lebanon; W. Edwards, of Troy, and William Mitchell, of Mount Vernon.

On Agency—Messrs. John Lynch, of Circleville; Regal, of Hopdale, and Nason, of Cincinnati.

On School Districts—Lorin Andrews, LL. D., of Gambier, Messrs. Shreve and Sanford.

On Horace Mann—Rev. Alex. Duncan; Rev. Robert Allyn, and M. D. Leggett.

On motion of Mr. Sanford, the thanks of the Association were tendered to Mr. White for the satisfactory manner of closing the accounts with Follett, Foster & Co.

+ Discussion—Subject, High School—Remarks were made by Messrs. E. E. White, of Portsmouth; Shephardson, of Cincinnati; Prof. Marsh, of Granville; W. N. Edwards, of Troy; John Lynch, of Circleville; E. T. Tappan, of Athens; — Vent, of Cincinnati, A. McCrea, and E. D. Kingsley, of Columbus.

On motion of Rev. Alexander Duncan, the Association took a recess until 2 o'clock, P. M.

#### AFTERNOON SESSION.

THURSDAY, 2 o'clock, P. M.

President Hancock in the Chair.

The discussion of the subject of High Schools was resumed. Further remarks were made by M. D. Leggett, of Zanesville, W. D. Henkle, of Labanon, Lorin Andrews, of Gambier, Hon. Anson Smyth, of Columbus, and Prof. Stevens, of Granville.

As a result of the discussion, the following resolutions, offered by Mr. E. E. White, were unanimously adopted:

2. *Resolved*, That the High School, in its influence upon the lower grades of schools, in securing thorough and systematic instruction on the part of the teacher and good scholarship, regular attendance and exemplary conduct on the part of scholars, and in furnishing from its members well-trained teachers for these schools, is worth more than it costs, independent of the intrinsic value of its own instruction.

2. *Resolved*, That the habits and moral integrity of our youth demand that as far as possible the school education be completed under the immediate eye of their parents; and this can only be done by efficient High Schools forming a part of our public school system.

+ The Association then listened to a Report on the Classics, in reference to Rational Education, by Geo. H. Howison, of Harmar.

On motion, adjourned until 8 o'clock, P. M.



EVENING SESSION.

President in the Chair.

On motion of Mr. George L. Mills, of Newark, the President was instructed to appoint a committee of five, to nominate officers for the ensuing year. The following committee was announced:

George L. Mills, of Newark; Lorin Andrews, of Gambier; E. D. Kingsley, of Columbus; S. N. Sanford, of Cleveland; W. D. Henkle, of Lebanon; W. E. Crosby, of Cincinnati, and E. T. Tappan, of Athens.

M. F. Cowdery, of Sandusky, made a verbal report upon "Local Supervision." + 1

The subject was farther discussed by Emerson E. White. + 2

The Association then listened to an address from William T. Coggeshall, Esq., of Columbus, upon the life and services of Horace Mann. After which the Association adjourned until 8½ o'clock, A. M., Friday. + 3

MORNING SESSION.

FRIDAY MORNING, 8½ o'clock.

President in the Chair.

Rev. Mr. Carroll, of Newark, opened the exercises with prayer.

On motion of Mr. E. E. White, the report of Mr. M. F. Cowdery on Local Supervision was accepted.

On motion, Messrs. Cowdery and Edwards were appointed a committee to report at next meeting upon Local Supervision, and the relation of Superintendents to Teachers. +

Mr. White, Chairman of Executive Committee, made the following Annual Report:

At the time the committee entered upon its duties, the financial affairs of the Association were in a very unsettled condition. The previous committee, through the resignation of its chairman, and the absence of his successor from the annual meeting, at Dayton, was unable to present a definite report of its action. The auditor, after a most assiduous and persistent effort to untangle matters sufficiently to make his annual report, was unable to do so. A brief inquiry into the condition of the financial affairs of the Association, convinced the committee of the necessity of vigorous action. Two financial enterprises—the *Journal of Education*, and + 1

the McNeely Normal Association—had to be closed up, if possible, and a final settlement reached. The former was undertaken by the committee—the latter was entrusted to the Board of Trustees.

As soon as the contract with the publishers of the *Journal* had expired, the committee happily succeeded in reaching a final settlement, as follows :

## DR.

Balance due Follett, Foster & Co., on account of 1857, as per statement,	\$440 76
Binding 300 vols. <i>Journal</i> , at 20 cents each, . . . . .	60 00
Drafts refused and charged back, . . . . .	73 00
Total, . . . . .	\$573 76

## CR.

Cash, (subscription list,) . . . . .	\$ 1 00
Cash from advertising, . . . . .	63 00
Allowance on nett proceeds of 1858, as per contract, . . . . .	50 00
Bill of sale of 300 copies each, of vols. 4, 5 and 6 of <i>Journal</i> , . . . . .	450 00
Profit and loss, . . . . .	9 76
Total, . . . . .	\$573 76

Receipts of the Association from the *Journal* for 1858, was \$50, (percentage on nett proceeds,) and 200 unbound copies, each of eleven numbers of the *Journal*, (the January number being out of print.) The receipts for 1859 were one hundred and fifty unbound copies of the *Journal*.

There is now due Mr. Caldwell, for editing the *Journal*, \$100, with interest. It will thus be seen that during the eight years of the publication of the *Journal*, it has finally been made to pay its way, by a fortunate sale of three hundred copies each, of volumes 1, 2, 3, 4, 5 and 6, to the State School Commissioner.

The publication of the *Journal* has been transferred to Messrs. F. W. Hurtt & Co. The Association has no further responsibility in its management. Its publishers agree to pay the Association ten per cent. of all receipts from subscription over \$1,500, and to publish its official notices.

It was the hope of the committee to present at this time a full settlement of all the financial affairs of the Association. This has been impossible, on account of the non-settlement of accounts of the McNeely Normal School. The honor of the Association demands that this matter should be at once adjusted. We hope that the Board of Trustees will be able to do this before the close of another year. The amount of the indebtedness of this institution

the committee can not now state. Whether the Association is legally or morally responsible for the payment of these debts, ought at once to be determined.

At the meeting of the committee, at Dayton, the trustees reported a bill of Miss Betsey M. Cowles, for services as teacher, amounting to \$225, and recommended its payment. Without admitting the obligation of the Association to pay such claims, the committee paid Miss Cowles at this time \$50, and are now ready to pay as much more. Beyond this, we are not at present willing to go. It is hoped that the Board will be able to pay their claims without calling upon the Association.

The Report of the Treasurer, hereunto annexed, presents the receipts and expenditures of the last annual meeting, at Dayton.

Respectfully submitted,

E. E. WHITE,

*Chairman Ex. Com. O. S. T. A.*

On motion of Mr. Hartshorn, the above report was accepted, and after some discussion upon the McNeely Normal School, the report was laid upon the table.

The following resolution was offered by Mr. George L. Mills:

WHEREAS, Upon the records of this Association there have been entered no minutes of its transactions from December, 1852, to July, 1855; and whereas, At least four public meetings were held during that interval, of which we have no official record,

*Resolved*, That a committee of three be appointed to examine this subject, and to report to the Association during the present session what, if any, measures are necessary to supply this deficit in our records.

The President appointed George L. Mills, R. W. Stevenson and G. B. Nichols, said committee.

The Association then listened to a Report on the Culture of the Will, from E. H. Allen, of Chillicothe. +1

On motion of Mr. White, the report was accepted.

Mr. Mills, Chairman of the Committee on Nomination of officers for the ensuing year, made the following report:

President—Dr. Asa D. Lord, of Franklin county.

Vice Presidents—Rev. Robert Allyn, of Hamilton county; Rev. Alex. Duncan, of Licking county; Wm. N. Edwards, of Miami — C.

county: T. W. Harvey, of Stark county, and Wm. H. Young, of Athens county.

Recording Secretary—J. H. Reed, of Richland county.

Corresponding Secretary—Prof. B. L. Lang, of Knox county.

Treasurer—Charles S. Royce, of Huron county.

Auditor—J. J. Janney, of Franklin county.

Executive Committee—E. E. White, of Scioto county; John Lynch, of Pickaway county; Wm. Mitchell, of Knox county; M. D. Parker, of Hamilton county; M. D. Leggett, of Muskingum county; I. S. Morris, of Preble county, and Moses T. Brown, of Lucas county.

Financial Committee—E. E. White, John Lynch, Wm. Mitchell, M. D. Parker, M. D. Leggett.

The following propositions were submitted by Wm. T. Coggeshall, of Columbus, which were referred to the Executive Committee, instructing said committee to appoint suitable persons to report thereon:

1. How many hours, and under what restraints of government, study and recitation should primary scholars be confined?

2. How shall spelling and reading be taught to the best advantage in secondary and intermediate schools or classes; and to what extent, and how shall they be taught, in the higher schools or classes?

3. How shall the exercises of composition days be conducted so as to secure most directly the thoughtful application of school instruction?

On motion, adopted.

On motion of Rev. Robert Allyn, the Secretary was instructed to give return railroad passes to none but members of the Association.

The Association took a short recess.

Called to order by the President.

Mr. Lynch, from the Committee upon so much of the President's Address as related to State Agency, submitted the following report, which was received and adopted:—That they deem it inexpedient at this time to take any action on the matter.

The Annual Address before the Association was then delivered by Prof. E. B. Andrews, of Marietta. Subject, Education—Nature the Teacher.

Hon. Anson Smyth offered the following resolution, which was adopted :

*Resolved*, That the Executive Committee be instructed to pay the claim of John D. Caldwell from the first funds which shall come into their possession, belonging to the Association.

Adjourned until 2 o'clock, P. M.

---

AFTERNOON SESSION.

FRIDAY, 2 o'clock, P. M.

President in the Chair.

On motion of Rev. D. Shepardson, the Report of the Nominating Committee was taken up and adopted.

On motion of Mr. G. L. Mills, a committee of three was appointed to prepare resolutions respecting the death of Chas. Rogers, of Dayton, and J. A. Sloan, of Batavia.

The President appointed Messrs. Mills, Smyth and Irvine said committee.

W. D. Henkle, from the Committee on that part of the President's address respecting School Libraries, submitted the following report: + 2

1. *Resolved*, That the furnishing to youth of reading matter of a high character is a very important part of every free school system.

2. *Resolved*, That we regret the recent action of the Legislature, which resulted in the repeal of the library feature of our school law.

3. *Resolved*, That a committee of three be appointed to report to this Association, at its next meeting, in favor of the restoration of the library law, with such modifications as would render it less objectionable and more efficient.

On motion of Mr. Hartshorn, the report was received, and each, by a separate vote, was adopted.

On motion a committee of three was appointed to report further on this subject at the next meeting.

On motion of John D. Caldwell, Esq., the committee was instructed to bring the matter before the present Legislature.

The President appointed Messrs. Henkle, Lorin Andrews, and Lynch, said committee.

The Association then listened to an address from W. E. Crosby, Esq., of Cincinnati, upon the subject of "Growth." 9

The committee, to whom was referred that part of the President's Address relating to Hon. Horace Mann, LL. D., reported,

through Rev. Robert Allyn, the following, which was adopted :

The committee beg leave respectfully to report, that they have considered the subject, and deem it eminently proper that this Association should take some notice of the labors and late decease of so worthy and so successful an educator and member of our Association. They therefore offer the following resolutions :

1. *Resolved*, That in the decease of Hon. Horace Mann, LL.D., this Association has lost a valuable member, and the cause of education a noble defender. He was emphatically a man of sound mind and loving heart, and in the work which he accomplished, both in Massachusetts for the common school system, and in Antioch College for the higher education of both sexes, he has reared for himself a monument as lasting as the gratitude of the human race. We are grateful to a kind Providence that he was permitted to live among us, and we trust that our admiration of his life and character will influence our own lives and actions.

2. *Resolved*, That a copy of these resolutions be published in the *Ohio Educational Monthly*, and be transmitted by the Secretary to the family of the late Mr. Mann.

Elyria was selected as the place of holding the next meeting of the Association.

The committee on the death of Charles Rogers reported the following resolutions, which were adopted :

WHEREAS, The hand of death has smitten our friend and brother, Chas. Rogers, of Dayton; *and whereas*, Mr. Rogers was for many years an active member and a faithful officer of this Association, and was well known as an energetic and successful teacher,

*Resolved*, That the members of this Association deeply sympathise with the afflicted family, by this mournful dispensation of Providence, thus early bereaved of a beloved husband and father.

*Resolved*, That in the death of Mr. Rogers, we mourn the loss of one of the most able and successful teachers in the State.

*Resolved*, That as our brother was called hence in the prime of manhood, and in the midst of a career of usefulness, we feel from this providence that we are again warned to gather the lesson: "Work while it is yet day, for the night cometh."

*Resolved*, That a copy of these resolutions, attested by the Secretary, be transmitted to Mrs. Rogers, and published in the several papers in the city of Dayton.

Similar resolutions, in reference to Mr. Sloan, were adopted, as follows :

*Resolved*, That the death of Joseph Addison Sloan is cause for our deep and lasting regret. As Principal of the Public Schools of Batavia, as a scholar of high attainments, as a gentleman of kind and pleasing manners, and as a true and noble-spirited man, we shall long remember him with fraternal regard.

*Resolved*, That a copy of the above resolutions be transmitted to the family of the deceased.

The following report from the Committee on Records was adopted:

*Resolved*, That the Secretary elect be requested to condense from the *Ohio Journal of Education* a brief report of the proceedings of the Association at the July meeting, in 1853, the annual meeting, December, 1853, the meeting in July, 1854, and the meeting in December, 1854, and that this abstract, when approved by the Chairman of the Executive Committee, be entered on the records of the Association.

On motion of Hon. Anson Smyth, the second and third days of July, 1861, were selected as the time for holding the next annual meeting.

On motion of Mr. Crosby, the above was amended, by adding the fourth to the above—second, third and fourth of July.

John D. Caldwell offered the following resolutions, which were unanimously adopted :

*Resolved*, That our thanks are due to the citizens of Newark, for their hospitable attention to us during the present meeting of the Association, and that a copy hereof be forwarded to the Mayor of Newark.

*Resolved*, That the cordial thanks of this Association are due, and are hereby extended to the Railroad Companies which furnished half-fare tickets to the members of this Association, and that the Secretary communicate copies of this resolution to the Presidents thereof.

Mr. Hartshorn offered the following, which was adopted :

*Resolved*, That we instruct the Executive Committee to appropriate at each annual meeting, a portion of time for members to report briefly the condition of Education and Schools in the various counties of the State.

On motion of Mr. Hartshorn, the report of the Executive Committee was taken from the table, further discussed by Messrs. Hartshorn and Tappan, and adopted.

The following was offered by Mr. Sanford, and adopted :

*Resolved*, That this Association heartily approve of the action of the Executive Committee, in transferring the *Journal of Education* to F. W. Hurtt & Co.

*Resolved*, That this Association earnestly recommend to all teachers and friends of education in the State, to use their best efforts to extend the circulation of its successor, the OHIO EDUCATIONAL MONTHLY."

After singing the doxology, and pronouncing the benediction, the Association adjourned, to meet in Elyria, July second, third and fourth, 1861.

NAMES OF DELEGATES PRESENT AT THE STATE TEACHERS' ASSOCIATION, HELD AT NEWARK, JULY 5TH AND 6TH, 1860.

Licking county—Misses B. Penn, Ann C. Wright, M. E. Hollester, Ann Trueman, Linda Harris, Ada Arvin, M. E. M. Hemler, Mary A. McConnell, Mary Knowlton, W. A. McKee, L. P. Osmon, Mary Scott, T. J. Davis, Ellen Arvin, Annette Voris, Mary Reeder, Mary D. Abbott, Rachel Bancroft, Sarah M. Coffee, Clara Knight, Almira Anderson, Entilla Odell, Laura Jones, Martha Scott, Mary Dill, Grace Trowbridge, Susan Dunham, Martha Reeder, Sarah Darlington, J. Smucker, Sarah Dowell, S. P. Lewis, C. Follett, C. W. Lawrence, Amelia Bancroft, Joanna Renner, Mrs. S. J. Wright, Geo. L. Mills, Arthur G. Canedy, Rev. S. J. Humphrey, Daniel Warble, M. D., Gibson Atherton, C. W. Bucht, W. P. Kerr, W. B. Chadwick, Prof. John Stevens.

Knox county—Pres. L. Andrews, Prof. B. L. Lang, Prof. H. D. Lathrop, Wm. Mitchell, J. F. Ohl, J. L. Daymude, T. D. Rafter, C. E. Butler, H. W. Owen, J. N. Cassell, Mrs. H. M. Lang, Misses Maggie E. Sawyer, Emma A. Sawyer, Mary Trimble, Deborah Day, Emma Trimble, Louisa Trimble, A. Hubbard, H. M. Whitman, C. E. Yates, M. A. Dawson, M. Laughrey, A. V. Scott, A. J. Taylor, — Galusha, M. Ward, O. Taylor, Ellen Dixon.

Muskingum county—M. D. Leggett, C. W. Chandler, J. H. Hills, Chalkley Frame, Seth Stoughton, James S. Ward, Misses Ella M. Parker, Jennie E. Parker, Jennie E. McAnully, Olivia Schroabe, Hattie Sowdan, Ella G. Ross, Cinnie Jones, Lucy Munch, Anna Ellis, Maria Banks, Alice Harrison, Mary Lemert, Sarah Cooper, Wm. Bogle, B. F. Peairs, John Hadden, William Honey, R. W. Stevenson, Mrs. R. W. Stevenson, James cooper.

Hamilton county—John Hancock, O. J. Wilson, Mrs. Wilson, Cyrus Nason, Geo. B. Nichols, D. Shepardson, W. E. Crosby, C. F. Vent, Pres. Robert Allyn, T. C. O'Kane, Jacob B. Dunn, J. D. Caldwell.

Montgomery county—J. B. Irwin, Wm. Isenberry, H. Anderson, Misses R. Isenberry, B. Gardner, W. J. Petticrew, C. Bruner, H. Bruner.

Franklin county—Hon. Anson Smyth, W. T. Coggeshall, F. W. Hurtt, E. D. Kingsley, J. J. Janney, Misses Chamberlin, Dick, Ellen Smith, Eliza Snow.



Tuscarawas county—Misses C. Smith, E. Goodbann, M. Rayers, L. Demuth, S. Messer, Wm. Hill, Jas. Welty.

Richland county—Misses C. M. Ehlers, Jennie Zimmerman, Sarah E. Porter, R. B. Smith, Mr. Trimble, Mrs. Trimble, Mrs. Abernathy, J. A. Reed.

Jefferson county—Eli T. Tappan, Isaac Wright, Addie Gilmore, Jane Gilmore, M. E. Shanks.

Stark county—T. W. Harvey, O. N. Hartshorn, Ira O. Chapman.

Pickaway county—John Lynch, A. McCrea, D. N. Kinsman, John P. Patterson.

Guernsey county—John Norris, Wm. M. Farrar, Mrs. Farrar, John McClenahan.

Warren county—W. D. Henkle, Will Watkins, Mrs. Watkins.

Cuyahoga county—Prof. S. N. Sanford, C. S. Martindale, Miss J. L. Huggins.

Belmont county—Misses Sarah Coffin, Mary Ann Coffin, Chas. R. Shreve, W. R. Pugh.

Scioto county—E. E. White, Mrs. White, Mrs. S. S. Blakeslee.

Lucas county—M. T. Brown, W. C. A. Converse, Olive L. Parmelee, Sarah O. Collins.

Harrison county—Edwin Regal.

Fairfield county—Miss J. M. Becket.

Ross county—A. T. Wiles.

Erie county—M. F. Cowdery.

Allen county—William Shaw.

Miami county—William N. Edwards.

Clermont county—A. P. Coombs.

Lorain county—Dr. W. C. Catlin.

Wheeling, Virginia—S. G. Stevens, Alfred Kirk, S. R. Laird, Mrs. M. E. Clendenning, Miss Mary J. McGaw.

Dearborn county, Indiana—S. R. Adams.

R. W. STEVENSON,  
Recording Secretary.

#### DISCUSSION AT NEWARK, ON HIGH SCHOOLS.

Mr. White introduced the discussion, as follows:

Without doubt, the School System of Ohio is passing through, in some localities at least, a fiery ordeal. There has never been a time when those who are antagonistic to Free Schools were nerved to as great an extent as now, for its mutilation. There never was a time when they felt as sanguine that the friends of the schools would be worried out, and give up the contest. *We* do not feel so,

of course; but a good General is always ready to defend those points most easily assaulted, and we should be ever ready to defend those points in our school system most open to assault. The High School stands out as a point most vulnerable, and we must defend it. All will agree, that if our Public School system in cities and towns is struck headless, the system in the State at large will feel it in every department. The influence of the High School on the other departments is a vital one; let it be severed, and, like all headless things, the system will work in the dark, and but little good will result.

In one of our cities the High School has recently been abolished. It seems that the enemies of our schools, when they see that to attack the system as a whole is futile, concentrate their efforts on a single feature, and we must meet them in the same way. Therefore, I will offer the following:

*Resolved*, That the High School, in its influence on the lower grades of schools, in securing thorough and systematic instruction, on the part of the teachers, and good scholarship, regular attendance and exemplary conduct on the part of scholars, and in furnishing from its own members well-trained teachers for these schools, is worth more than its cost, independent of the intrinsic value of its own importance.

*Resolved*, That the habits and moral integrity of our youth demand that, as far as possible, the school education be completed under the immediate eye of their parents, and this can only be done by efficient High Schools forming a part of our Public School system.

Mr. Shepardson, of Cincinnati. I differ a little from the gentleman who has just taken his seat, in reference to the public sentiment of Ohio upon this question. I do not think we are so near the verge of a precipice as he imagines. I am inclined to think that, notwithstanding Springfield has abolished her High School—notwithstanding there may be a few individuals in some of our School Boards who oppose a liberal free education—the solid men of this great State are not yet insane; they are not inclined to go back to the dark ages.

The High Schools have done a great work, and the results are found in society, without regard to condition. Nevertheless, it is time to reaffirm some of the great principles that are to us exceedingly plain, appertaining to these schools. These resolutions speak of the influence of High School education. I hardly know where commences that influence. It is perfectly obvious that there can not be good lower schools without higher ones, and that if you cripple the higher you injure the lower.

But it is sometimes useful to follow facts. Let me, therefore, refer to the two High Schools of Cincinnati. Within eight or nine years those schools have sent forth many teachers; and I refer to some of them, in order to show the direct influence the High Schools have in the supply of teachers. Were it not for our higher teachers in this land—were it not for the influence that has proceeded from Yale, from Dartmouth, and other Colleges, we should never have had these High Schools. And now our High Schools have come in to do a great work in furnishing teachers. From my own school—the Woodward—there was a lady teacher, whose salary was \$300 a year; directly it was put up to \$450, then to \$600, and to \$800. And the Principal of one of the private schools, seeing there was material there for a superior teacher, offered her \$1,000 a year. We had another pupil in the same school, that we afterwards employed at a salary of \$450; directly we put it up to \$600, and then to \$700. Another Principal of a private school came to me and asked: "Can you spare that teacher?" Yes, I said; we don't imprison any of our teachers. She is free to go, but you must pay her \$1,000 a year. He said: "You pay her but \$700, we will pay her \$800." The teacher appealed to me, saying: "Shall I go?" I said no; it's not worth while changing for \$100. If they will pay you \$1,000, go. Directly she was engaged, and she now receives \$1,000, and she is not yet twenty-one years of age! Think of High Schools paying young ladies salaries of \$1,000, before they are twenty-one years old. Are they not productive of good?

I hesitate not to say that, in these High Schools there is given the most thorough instruction that is given in any class of schools. What is the proof? If you will go to Dartmouth, to Granville, to Oxford, to West Point, you will find pupils from our own schools that stand exceedingly high. You may not be aware

of the fact, that the last lad we sent to West Point stands as No. 2 in that institution.

If this Association will speak out, we shall not only have High Schools, but Free Universities. The system of free education must come to this. The reason is obvious: we are now doing nine-tenths of the work, and why make a change, to complete the work, or leave it undone?

Again: When a girl or a boy enters the High School, from a family of five or six children, it is almost certain that the second, and the third and the fourth, and even their cousins, will follow. This is the inspiring, healthful influence of the High School—an influence that gives activity and steadiness to the schools below them. Let two or three boys go out of a township to college, and come back among their companions—what an influence in favor of education is produced! When you go into a common school, and ask the boys and girls if they are aiming for the High School, how their hands will fly up; and if this influence should be cut off, what would take its place as an incentive to perseverance in study?

And it is beginning to be found out that there is more money locked up in our schools than in our banks. The educated man is generally the successful man; the intelligent laborer, artisan, or manufacturer, produces the best work, and obtains the best pay. I asked one member of our Board if he thought it would be a good thing to cut off the High Schools. "Well," said he, "there is considerable clamor against them." No, said I, there is no real opposition to them; you occasionally hear a stingy soul, about tax-paying time, make a little ado about the expense. But what do you suppose, said I, would be the population of Cincinnati, if the schools were closed. "About ten thousand," he thought. Now, to cramp them—to mutilate them, by a blow at their head—will destroy, to a great extent, their value and reputation. The talk against a liberal free education comes from a few illiterate men in our Boards, who have a little to say, and say that little often. But I believe there are men and women enough in the State of Ohio who understand this subject from top to bottom, to preserve the schools as they are. I believe that a brighter and more glorious day begins to dawn; that in our larger cities there will be added to the facilities of High Schools, Colleges and Universities. As I said before, we are now doing nine-tenths of the work of the University, and we are doing it in a very thorough manner. Let us complete the work we begin.

Mr. Edwards, of Troy. The gentleman who has just taken his seat, represents a large city. The schools, no doubt, will be sustained there; but the question with us is in reference to smaller places. I come from such a place myself, and may give some facts that will have a bearing on the question. The expense of High Schools in such places does seem to be very heavy. We cannot have more than thirty to forty pupils, and the teachers must be paid a high salary, to make a good school. The tax-paying people look at it and say: "Here is the High School, which costs \$1,500 or \$2,000 a year—are we bound to keep up that school? It is true, we must keep up the education of the young; but are we, as tax-payers, bound to pay so much in order to give so few a classical education?" That is the question. We understand it here; but those men do not understand it. There it is the vulnerable point, and I feel it, and I tremble. When I hear that one city has abolished the High School, and others are talking of it, I fear for the result.

What can we do to sustain the High Schools in the smaller places. I hope the discussion will be on this point. I say we must sustain these schools; but must we reduce the grade of the schools, so as to reduce the salaries of the teachers; or in what way shall the expense—the objectionable feature of the schools—be reduced?

Mr. Lynch, of Circleville, called the attention of his brother teachers to the fact, that there are among us other persons than teachers—members of Boards of Education. These are business men—they foot the bills. Let us have their views, as well as our own. They sometimes look upon us as very good teachers,

but as very poor financiers or business men. I would call upon Mr. McCrea, of Circleville, for a view of the subject, as seen from a business stand-point.

Mr. McCrea confessed that out of his own city he had not studied the workings of the school system much. The utility and necessity of the High School was not a question with them; they were in favor of the whole system from bottom to top. In his town, with a population of 4,400, by the new census, the tax for High School was as severe as in any other place of its size; but the Board felt the importance of sustaining the entire system. He had never conceived there could be any objection offered to the High School that would not apply to any other part of the system.

Mr. Eli T. Tappan, of Steubenville. I have noticed that the High Schools in our towns are not only High Schools for the towns themselves, but also for the surrounding townships. They receive pay scholars from the rural districts; and the pay, I believe, is generally far less than the average expense of supporting the schools. Now I would suggest the propriety of so connecting the support of the High Schools with the rural districts as to benefit the country people, and also relieve the towns. The people of the country have no High Schools; they can not afford to keep them up. As it is now, only those who can afford to pay the fees from their private pockets, aid in the support of these schools, and derive any benefit from them. This is contrary to the spirit of our whole system. But if, for the High Schools, we could have the districts enlarged, so as to take in the surrounding townships, it seems to me that we might have such an additional support for them as would not only make them less burdensome, but better schools.

It is a problem we have to solve—How shall we maintain the High Schools? If we can, by any slight addition to our present system, give it the support I have suggested, it certainly will be a good thing.

Mr. Vent, of Cincinnati, spoke of the jealousy that frequently existed between the citizens of villages and the adjoining country. The people of the country think they are not benefitted by the existence of a High School in the town near them; and if they have to pay tuition, they might as well send their children to schools forty or fifty miles off as one nearer home, but not at their doors. They forget that perhaps half their district fund comes from the towns and cities. Anything that will change public sentiment, in reference to this matter, will be productive of good.

Prof. Marsh, of Granville. Men who have taxes to pay, say: "The first forty scholars in a High School will cost \$1,200, at a low estimate." They take out their pencils, and find that forty is contained in 1,200 thirty times. "Thirty dollars! they say; more than is charged in any seminary in the land; more than college tuition." They throw this fact in your faces; they say: "Give your patronage to private enterprises." They do not look at it as it really is, and say they will individually have to pay only ten cents, or thereabout, of that expense. Now then, you must either make the people feel that High School tuition is worth thirty dollars per annum, or you must find some way by which the thirty dollars can be made less.

There are two extremes—the rural districts cannot support High Schools; the city of Cincinnati can, triumphantly. There is a line between the two, where towns can not support such schools, and we must help the people find that line.

Mr. Kingsley, of Columbus. I do not think our lives will extend to the time when our school system will be destroyed. Prof. Marsh has hit the point. It is not sufficient to say that the High School is a great institution. The people ask you to show it, and to compare its usefulness and expense with private institutions. The future prosperity of the school system is not to be determined by a convention of teachers. I know we are in the habit of ignoring the legislature, and calling them fools. I don't know that we lose anything by it; but they are the umpires after all. About half the last session was spent in efforts to cripple the system, and much of the other half in passing a dog law—it being difficult to tell which they regarded as the more important!

You must argue the question of the High School abstractly; you must show that its influence is important of itself. The people are not satisfied to regard it as the image of a lady, well dressed, standing in the store to draw in customers. It is said by many: "You have no right to put your hands into our pockets and extort money to pay for the education of rich men's boys and girls." They regard these schools as for the benefit of an aristocracy, and you can't talk them out of it. It is a pretty hard question to say how far public money shall be used for the free education of children. My friend from Cincinnati says it must go to the great university system; but that is not practicable. If you go beyond preparing them for college, there is no stopping place. We can argue the question thus far, by saying there is no institution above the common school that will prepare children for college, and therefore the necessity of the High School; and that, if we leave this need unprovided for, there will spring up a class of private schools that will undermine and destroy our common schools.

Mr. Leggett, of Zanesville. Five or six years ago there was strong opposition to the whole free school system. That opposition has hardly an existence at the present time. But there is a concentrated opposition in some places to the High School; and it comes from the same source as the hostility to the free schools some years ago. The result will be the same. But I do not say we have nothing to do in the matter; there is work to be done.

The objection urged against the High School are: 1. That they are too expensive. 2. That they are provided for the rich, who can afford their children a superior education. The latter objection needs no refutation: for any one who will visit these schools, and inquire from what families the pupils come, will find that a majority are from the poor, who never thought of aristocracy. It is true, the High School is more expensive than the common school, and necessarily so. In the primary school we can place sixty children under one teacher, for but few branches are to be taught, and large classes may be formed. In the secondary school we can give thirty children to a teacher; but in the High School the subjects taught, and the children to be taught, are so different, that we are under the necessity of having five teachers for one hundred pupils. The same teachers could instruct two hundred just as well.

But abolish the High School, and what will be the result? The people will demand the teaching of higher branches than are now taught in the common school; and these branches—Algebra, Natural Philosophy, Geometry, Physiology, etc., will require additional teachers, and teachers of a higher grade; so that the expense will run up to near what the High School costs. I would not remain in the schools an hour after the High School was cut off; the vitality of the system would be gone. I would as soon have a teacher with his head cut off at his shoulders, as the free school system with its head cut off. Our school system must educate our children under the eye and care of their parents. We must not look to the completion of their education away from home; it is our duty to provide means to render it unnecessary.

Mr. Henkle, of Lebanon. I am a native of Springfield, the place that has recently abolished its High School. I lived there until eighteen years ago. It has been a badly cursed town, by reason of conflicting school interests. One of the earliest academies in the State was established there; the college and female seminary sprung up; and then the people had hard work to get the public schools established—and they never have been free from disturbing influences.

I think some of the superintendents have damaged their institutions by publishing the cost of education in their schools. Give the public the figures in the aggregate; don't help them to weapons to be used against us. I am satisfied that admission to college should be the extent to which education should be made free.

Pres. Andrews, of Gambier. It has been said that the higher branches can be taught in the private seminaries for less money than in the High Schools. I do not think so, especially in well conducted private schools. But children should be educated at home, as far as possible, before sending them to college. When young men have been kept at home for their preparatory education, I think not

so many of them fall a prey to bad habits as they do be leaving home at an earlier age for such education. As a matter of morals, therefore, as well as of economy, I am in favor of the High School.

Mr. Smyth, School Commissioner, said—I do not rise to discuss the question under consideration, but to correct a mistaken idea respecting the High School in Xenia. My friend, Prof. Henkle, has said that there is a probability that that school will soon share the fate of its late neighbor in Springfield. I am well acquainted with the character and prospects of the Xenia Schools. There are no better schools in the State; and they have a strong foundation in the regard and confidence of the people of that city. And the High School there has as little to fear from Vandalic hands, as any other school in Ohio. The Springfield example will not be followed. The Xenia people too well understand their interests to be guilty of a transaction so suicidal.

After a word from Prof. Stevens, of Granville, a vote was taken, and the resolutions were unanimously adopted.

---

☛ Says a writer in the *Christian Herald*, who had attended the Commencements at Marietta, Athens, and Oxford:

I was also much gratified to see the worthy Executive of our State, Gov. Wm. Dennison, LL. D., present at all three of these commencements. It shows a proper appreciation by this highest officer of the State, of our literary institutions. It proves that the maxim, "Intelligence and virtue are the only sure foundation of the Republic," is not a mere theory, floating in the mind, or catch word for party purposes, but a veritable belief to be acted upon and lived up to. To devote three weeks in the heat of summer to traveling on dusty railroads, and tramping through dusty streets, and sweltering in crowded halls, is showing one's "faith by his works," the only way to show it. And while upon this point, the worthy Governor will pardon me for saying a few words more. He spoke, by special invitation, at each of these commencements; and I was extremely gratified to hear his noble, outspoken recognition and recommendation of Christianity, before the young men on these occasions. I say this, not as a party man, for I am not, but as a lover of my country, and of a pure Christianity, and in the full belief that the prosperity and perpetuity of the former, is dependent upon the triumph of the latter. The Governor boldly declared to the young men his belief that "the principles of the Christian religion lie at the foundation of all that is truly good or great in our social and civil institutions." He charged them to remember that, in receiving a liberal education, a solemn trust was committed to them to be the educators of the people, and for the faithful discharge of the duties growing out of this trust, not only would their friends hold them accountable, and the institutions that sent them forth, and their country, but God, before whose tribunal they must all appear. Such sentiments, from such a source, would exert far more influence with the young men, than would the same sentiments from a clergyman.

## WILD FLOWERS.

BY HON. HARVEY RICE.

Daughters of light, who ne'er repine,  
Though high your birth,  
'Tis yours in humble life to shine,  
Like modest worth.

Arrayed in robes of heavenly hue,  
You come and go,  
And drink the nectar of the dew,  
Nor taste of wo.

Inspired, and yet inspiring still,  
You seem to speak,  
And prophesy to vale and hill.  
With faith that's meek.

'Tis yours, a love that's pure to teach,  
And share his heart,  
Who seeks on earth high aims to reach,  
Ere he depart.

And yours the whisper which, I trow,  
I hear at eve,  
And in the morning's roseate glow,  
Hear and believe.

Believe the gospel of your lips,  
Spoken to man;  
Nor heed the coming frost that nips  
Each hope and plan.

For if my life on earth be true,  
I yet, on high,  
Shall wear a glorious robe like you,  
And never die!

## Editorial Department.

---

### THE NEWARK MEETING.

To this gathering the active friends of our School System had long looked with much interest. The meeting of last year was something worse than a failure. Many feared that the meeting of this year would be a re-enactment of that at Dayton, and that it would be the last rally of the Association. Others were far more hopeful, and they were careful and earnest in all their endeavors to secure a realization of their hopes. All felt the great importance of a full attendance, and efficient action.

The day came. The hopes of the hopeful were more than realized. The attendance was large. Many of our *old-line Teachers* were there. Many young men met with us for the first time. A better attendance of lady Teachers is not in "the memory of the oldest inhabitant." In numbers and character, the gathering was all that could be desired.

The exercises were of the wide-awake order. The written addresses and reports were able and interesting. "The harp of a thousand strings" was played on but by one performer. With that solitary exception, all the speeches, addresses and discussions were in good taste, and they met hearty approval. In addition to the official proceedings and the President's Inaugural, we give in full the discussion on High Schools, furnished by our own reporter. Mr. Cowdery's oral address, written out from stenographic notes, we have; and, with Mr. Coggeshall's report, it will appear in the next number of the *Monthly*. The very able addresses of Mr. E. H. Allen, of Chillicothe, and Prof. E. B. Andrews, of Marietta, will appear as soon as we can make room for them.

In all respects the meeting was successful. Its influence will long be felt for good. Some may think that many of the hard hits at the recent legislature might as well have been left out. Very likely. But it should be remembered that the majority of the legislature did not hesitate to show disrespect for the Teachers of the State. We trust that future legislatures will not regard Teachers as their natural enemies.

Much of the success of the meeting is due to the officers of the Association. Mr. Hancock presided with dignity and efficiency. Mr. White, as Chairman of the Executive Committee, was the business manager; and all must admit his admirable qualifications for that important post. His successful adjustment of the financial affairs of the Association, his arrangements for the Newark meeting, and all his official transactions, show his excellent business abilities. He richly merits our gratitude.

The people of Newark can not be surpassed in the way of public spirit and hospitality. Never was the Association more generously greeted and entertained. Messrs. Duncan and Mills were untiring in their efforts to promote the happiness of all.



The next meeting of the Association will be held in Elyria, Lorain county, on the 2d, 3d and 4th days of July, 1861. Elyria is one of the most beautiful villages in Ohio. The Cleveland and Sandusky railroad passes through the town, rendering it accessible to all portions of the State. The people are as intelligent and hospitable as those of any other village in the land, and a whole-hearted greeting will meet all who may be in attendance. Ladies will be entertained gratuitously, and gentlemen will find, as we suppose, ample entertainment at the hotels. As Mr. White remains at the head of the Executive Committee, the fullest preparation will be made to render the proceedings interesting and instructive.

---

#### YOUNG STUDENTS DECEASED.

A few weeks ago, a long funeral procession passed down High street in this city, on its way to Green Lawn Cemetery; and as we write these lines, another is passing.

Edward Bates, eldest son of Judge Bates of this city, was a youth of rare promise. One year ago he entered the Sophomore class at Kenyon College, having fitted at the Public High School of Columbus. In May last he met an accident—so called—which in three days resulted in death. His remains were brought to the home of his stricken parents, and a multitude of sympathizing friends gathered at his funeral. From early childhood Edward had been the favorite of all who knew him. He was intelligent, industrious, and remarkably social and kind. He was a good scholar, and promised high attainments in the future. Two years ago he publicly professed his faith in Christ, and joined one of the Episcopal churches of this city. As a Christian he was catholic, humble, and always abounding in the work of the Lord. Intimately and actively he associated with Christians of all denominations in doing good. He loved all, and was loved by all. There probably was not another youth in Ohio who was the center of deeper regard and higher hopes than Edward Bates. At the age of eighteen years he departed to his home on high, to be "forever with the Lord."

William Howard Smith, son of Rev. J. D. Smith, D. D., Pastor of the Westminster Presbyterian Church in this city, died on Wednesday, July 18th, after an illness of four days. He had not been considered seriously ill till two hours before he expired. Four weeks ago he graduated at our Public High School, and was to enter Miami University in September. He enjoyed the esteem of all who knew him. Like his associate and friend, young Bates, he gave high promise for influence and usefulness in life. Like him, he had chosen that good part which shall never be taken away from him.

Edward and Howard stand together in the presence of the Great Teacher. Having made early preparation, early were they admitted to the High Department of the School of Christ. With honor have they graduated from their primary state of existence, and now, with Isaiah and Paul, they together pursue the study of God and Redemption.

We mourn, but not for them.

## Monthly News and Notices.

---

**SHOWING OFF.**—Our exchanges are filled with accounts of School pic-nics and exhibitions, and Seminary and College commencements. We have not space to speak of them individually. Each seems to have had a good time. Of some we could say, from personal knowledge, that they were occasions of unusual interest.

---

**DOCTORED.**—His Excellency, the Governor of the State, and Hon. William V. Peck, of our Supreme Court, received the degree of LL. D. from Marietta College; and Hon. Samuel Galloway, of Columbus, the same honor from Asbury University. These honors were worthily bestowed. Dr. Dennison is a good Governor, Dr. Peck is a good Judge, and Dr. Galloway was, ten years ago, a good President of our State Teacher's Association.

---

**ANOTHER COLLEGE IN OHIO.**—The O. S. Presbyterians of this State have determined to establish a College in Springfield. Nothing is to be done until an endowment of \$200,000 is subscribed. Of this amount Springfield pledges \$35,000. With two Colleges and a Girl's Seminary, *perhaps* Springfield can get along with but part of a Public School system.

---

**GEO. W. HOUGH** has resigned the Principalship of the Fourth District School in Cincinnati, and accepted a position in the Dudley Observatory, Albany.

---

**PROF. ROBERT KIDD** has recently been engaged in the "Academy of Music," at Ashland, and the press of that town speak in the highest terms of his abilities as an elocutionist.

---

**B. F. TEWKSBERY, Esq.,** the efficient Superintendent of Schools for Susquehanna county, Pa., recently deceased at the age of twenty-eight years.

---

**MRS. LORD,** late of Cincinnati, has been appointed Principal of the Female Seminary at Gorham, Maine.

---

**MRS. HORACE MANN** has removed to Concord, Mass., where she has purchased a residence.

---

**MR. C. C. NESTLERODE,** formerly of this State, has for the last three years been doing good service in Iowa. He is Principal of the Schools in Tipton, Chairman of the Ex. Com. of the State Association, and one of the chief spokes in the wheel of the *Iowa Instructor*.

---

"OUR MR." **HURTT** has for the past three weeks been luxuriating among the luxuries of the all-luxuriant "down East."

THE BOOKS for our State School Libraries will be forwarded to the Auditors of counties about the 20th inst.

---

As the School Commissioner will be absent much of the present month in attendance on Institutes; and as his Clerk will be in Cincinnati, superintending the distribution of books for School Libraries, correspondents must not expect prompt attention to their communications.

---

TWENTY-TWO DOLLARS pays expenses for 11 weeks at the South Western Normal School, including self boarding, tuition, room rent and books; thirty-three dollars, including table-board, tuition, room rent and books. 375 pupil-teachers enrolled last year. Eight teachers are employed. An extensive apparatus is used daily by the pupil-teachers under instruction. Send for a catalogue. Address Alfred Holbrook, Lebanon, Warren county, Ohio.

---

THE proceedings of the State Teachers' Association crowd out several articles designed for the present number. They will appear in good time.

---

WE acknowledge with gratitude the receipt of numerous Reports, Catalogues, etc., of Colleges, Seminaries, and other Schools. We can not find room at present for a more specific acknowledgment.

---

INSTITUTES IN AUGUST.—Institutes have become *institutions* in Ohio. During most of the present month they will be in operation in Lebanon, Hopedale, Chillicothe, Athens, Logan, (Hocking co.), St. Clairsville, Dayton, Eaton, Troy, Urbana, Felicity, Uhrichsville; and later in the season at McConnellsville, Milan, Warren, Pomeroy, Celina and Westerville. They can not fail to exert a favorable influence on our Schools. Not less than 3,000 Teachers and candidates for teaching will be in attendance. For particulars in regard to several of these Institutes we refer to the June *Monthly*. We trust that we may receive from them long lists of subscribers to the *Monthly*, and (N. B.) pay in advance. In return we pledge our word to be even more interesting and good-natured than hitherto. By invitation, the School Commissioner will lecture before the Institutes at Hopedale, Athens, Logan, St. Clairsville, Eaton, Uhrichsvills, Milan, Celina and Westerville, and, *if possible*, at Felicity and Pomeroy.

---

THE MEETING AT BUFFALO.—See July *Monthly*. It will be a time of interest. Among the speakers will be Messrs. Northrop and Kneeland, of Mass.; Camp, of Conn.; North and Youmans, of New York, and Wells, of Ill.

---

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-first Annual Meeting of the American Institute of Instruction will be held in Boston, at the Tremont Temple, on the 21st, 22d and 23d days of August.

The Public exercises will be as follows: On Tuesday, the 21st, at 3 o'clock P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome will be made, after which the following subject will be discussed: *Is it expedient to make Callisthenics and Gymnastics a part of School Training?*

At 8 o'clock P. M., a Lecture by C. C. Felton, LL. D., President of Harvard University.

On Wednesday, the 22d, at 9 o'clock A. M., a discussion. Subject: *Has purely Intellectual Culture a tendency to promote good morals?*

At 11 o'clock A. M., a Lecture by Prof. E. L. Youmans, of New York city.

At 3½ o'clock P. M., a Lecture by Prof. James B. Angell, of Brown University.

At 8 o'clock P. M., a Lecture by Rev. W. Ormiston, of Hamilton, Canada West.

On Thursday, the 23d, at 9 o'clock, A. M., a Discussion. Subject: *The proper mode of Examining Schools and Reporting thereon.*

At 11 o'clock, A. M., a Lecture by M. T. Brown, Esq., Superintendent of Schools in Toledo, Ohio.

At 3½ o'clock, P. M., a Lecture by Rev. A. H. Quint, of Jamaica Plain, Mass.

At 8 o'clock P. M., Addresses by gentlemen representing the several States of the Union.

Ladies attending the meeting will be welcomed to the hospitalities of the citizens of Boston.

Arrangements for free return tickets, to be furnished by the Secretary of the Institute, have been made with the railroads.

The preparations for the intellectual and social entertainment of the Institute, at its next meeting, are such as can not fail to render the occasion one of great pleasure and profit.

D. B. HAGAR, President.

B. W. PUTNAM, Recording Secretary.

Boston, July, 1860.

---

## Book Notices.

---

SCHOOL-DAYS OF EMINENT MEN. FOLLETT, FOSTER, & Co., COLUMBUS.

For a long time we have not read a more interesting and instructive book than this work, "by John Timbs, F. S. A." It is a republication of the London edition, and treats, *first*, of the progress of Education in England from the reign of Alfred to that of Victoria; *second*, of the school-days of celebrated authors, philosophers, poets, inventors, discoverers, divines, heroes and statesmen of England. Would you learn of the founding of the British universities; of Rugby Harrow, Eton and other famous schools; of the boy-life of Sir Thomas Moore, Burleigh, Coke, Spenser, Philip Sidney, Bacon, Shakespeare, Clarendon, Hale, Bunyan, Barrow, Dryden, Wren, Ken, Penn, Mulbrough, Addison, Pope, Wesley, Mansfield, Pitt, Clive, Hastings, Burke, Cowper, Gibbon, Paley and one hundred others? just send \$1 to the publishers. It is well printed on good paper, and bound in good style. Or, send the *Monthly* six subscribers, and \$6,00, and receive a copy of the work gratis.

CHILD'S BOOK OF NATURAL HISTORY. Illustrating the Animal, Vegetable and Mineral Kingdoms, with applications to the Arts. By M. M. Carl. New York, A. S. Barnes & Burr, 1860.

Just the book to amuse and instruct "Our Charley." The plan is good—the execution fills the plan.

## OUR ADVERTISING PAGES.

If any School periodical is blessed with a better class of advertisers than the *Monthly*, we offer it our congratulation; though we are yet to make its acquaintance.

WEBSTER and WORCESTER, *par nobile fratrum*, fight their amiable battles on our pages. O, reader, would you witness a literary "mill?" Then peruse our advertising pages. G. & C. Merriam, and Swan, Brown & Tileston are publishers who are determined that the world shall know what things mean.

APPLEGATE & Co., of Cincinnati, advertise certain works of high value. Read and ponder.

A. S. BARNES & BURR, give us four new pages for our present number. 1st. Natural Philosophy. 2d. Readers. 3d. Mathematica. 4th. Grammars. Do not fail to examine their advertisements. These are worthy.

E. C. & J. BIDDLE's page should not be passed unnoticed.

C. A. PARTRIDGE sells books that are books. It will do anybody good to read them.

W. B. SMITH & Co. Well, to suppose them capable of publishing an inferior book would betray dullness of the lowest grade. Two of their pages in our present number are new. They get up mathematical works of "the purest *Ray* serene," and readers, grammars, etc., to match.

MOORE, WILSTACH, KEYS & Co., advertise works which no man or woman can afford to do without. Read, and forward your orders.

J. H. ROLF will do well by those who, having read his notice, make application for employment.

BUTLER'S INK. You should use no other kind. Get the best; get Butler's.

BEHOLD THE COVER! On the second page, just below the "Contents," see Mr. Sanford's advertisement. We have been through that Seminary—not as a pupil, of course, but as an interested visitor. From A to Z it is all right.

KELSALL. A few days ago we visited his factory. His work is first rate. We have never seen better stock worked up; no, not even in Boston. He deserves abundant patronage.

Mr. HUETT writes from Buffalo that Chase's school furniture is of the best quality. We dare say.

Finally, go to Middleton & Stobridge for your engravings.

A FEW WORDS TO AUTHORS AND PUBLISHERS.—1. When works of intrinsic worth are sent us, we will give them a brief, but fair notice in our pages, and regard the books received as a value received—an equivalent for the service rendered. 2. All school books and other works, which are or may be advertised in the *Monthly*, though of no value to us, will receive due notice as soon as practicable after their receipt. 3. School books and other works of no value to us, and which are not advertised in the *Monthly*, we prefer not to receive, and can not notice.

## Official Department.

---

### CIRCULAR TO COUNTY AUDITORS AND BOARDS OF EDUCATION.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., August 1, 1860. }

GENTLEMEN: I to-day send you the blanks required for your school reports for the year ending with the 31st inst.

You will notice that those prepared for the Boards of Education are greatly redreced in form, and changed in style, from those in former years. The purpose of this change is to simplify and to reduce expense. They, however, embrace all that is requisite, and all that was contained in the more bulky forms of previous years. I beg leave to urge upon Auditors the necessity of using their influence with the Boards in their respective counties for securing prompt and full obedience to the requirements of the law. I earnestly desire to receive returns from every county as early as the day prescribed by law, viz--THE FIFTH DAY OF NOVEMBER. Will Auditors please examine pages 3, 4, 5, 36 and 37 of my last annual report?

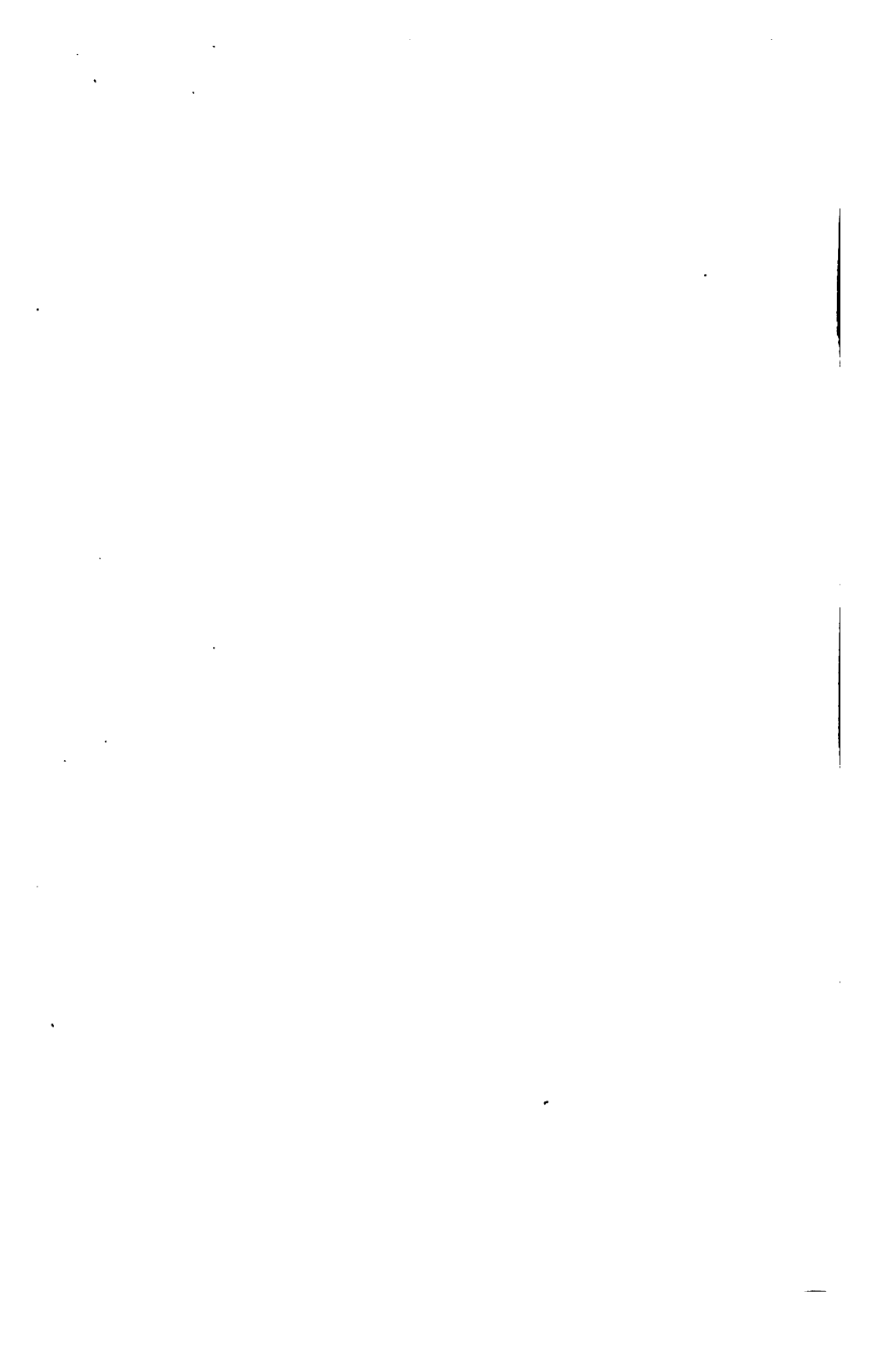
I deem it my duty to press upon the attention of all Boards of Education the duty and necessity of sending full reports to the County Auditors, on or before the first day of October. The labor requisite is neither difficult nor onerous; and there can be no good reason on the part of any Board for a failure to perform promptly, exactly and fully what the law requires. Boards, and especially their Clerks, are referred to pages 36 and 37 of the report for last year. Many members of the Legislature, and many of the newspapers of the State, have demanded that there shall be no further indulgence shown those Boards which neglect to make their returns in due time and in a proper manner. And it is my own opinion that, in the future, no city, village or township which fails to make a sufficient report, should share in the school funds of the State. I sincerely hope that there may be no occasion for pressing the execution of this part of our school law.

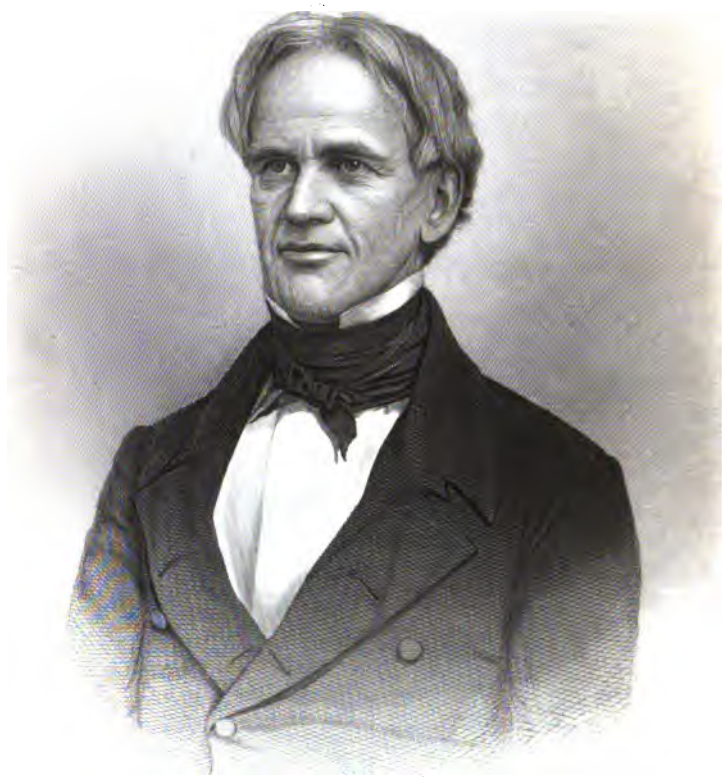
In former reports many errors have occurred, in regard to the fractional parts of school months. This may have arisen from the fact that we have no legal standard to apply in the case. There is no law in the State which prescribes the number of days which compose a school month; and usage is very far from uniform in the matter. It is a matter of agreement between parties. But that uniformity in reports may be secured, I assume the liberty of prescribing twenty-two teaching days as a school month. This rule, of course, applies only to the matter of reports.

N. B. Though it has nothing to do with the report under consideration, I deem it proper to remind you that the enumeration for the next school year must be taken between the first and third Mondays of September next, and immediately returned to the Township Clerk, who shall make an abstract of the same and return it to the Auditor on or before the first day of October. See section 8 of the law as amended April 17, 1857.

Yours, truly,

ANSON SMYTH, Commissioner.





Engraved by J. A. Knapp from a Daguerreotype

*Horace Mann.*

ANTIOCH COLLEGE YELLOW SPRING, OHIO.



THE  
O H I O

THLY,

cation.

---

---

Vol. 1, No. 9.

---

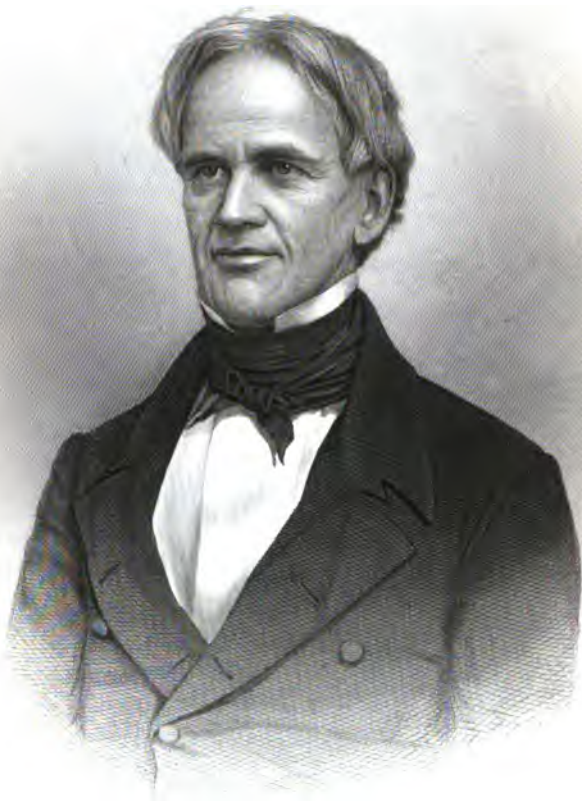
---

CE MANN.

ON, AT NEWARK,

d at Dayton, in  
e presence gave  
ace Mann. At  
interest in the  
tial part in its  
e was heard for  
ch, in a greater  
l Apostle. No  
m, his towering  
parted—no one  
grey eye, and  
penetrating but  
ences, in which  
popular educa-  
that in a few

arden of Eden  
tasks. Horace



Engraved by C. B. Smith from a Daguerreotype

*Horace Mann.*

MASTERS OF COLLEGE YOUNG SPRING 1870

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

SEPTEMBER, 1860.

---

---

Old Series Vol. 9, No 9.

New Series, Vol. 1, No. 9.

---

---

↓ CHARACTER AND SERVICES OF HORACE MANN.

BY WILLIAM T. COGGESHALL.\*

AN ADDRESS BEFORE THE OHIO TEACHERS' ASSOCIATION, AT NEWARK,  
JULY 5, 1860.

When the Ohio Teachers' Association convened at Dayton, in July, 1859, among the prominent educators whose presence gave interest and character to its deliberations, was Horace Mann. At several previous meetings he had manifested lively interest in the purposes of this Association, had taken an influential part in its proceedings, and then and there his eloquent voice was heard for the last time in public appeal for the cause, of which, in a greater degree than any other man, he was the recognised Apostle. No one who looked then upon his tall, erect, spare form, his towering brow, over which thin grey hair was scrupulously parted—no one who observed the vivid expression of his clear, grey eye, and with emphatic distinctness of utterance, in a voice penetrating but musical, heard him utter a series of antithetic sentences, in which culpable indifference to, or praiseworthy zeal for, popular education were impressively characterised, supposed that in a few days his personal career on earth would be ended.

Few men, comparatively, since Adam left the Garden of Eden to labor, have died from excess of self-imposed tasks. Horace

\* State Librarian.

Mann was one of them. He hated idleness as he hated ignorance, and the force of that hate, with all his natural power of language and his cultivated skill in rhetoric he could never express. He said "idleness is the most absurd of absurdities, and the most shameful of shames."

One of the virtues I claim for human nature is not set down in the ordinary calendar. Poets and orators have been excused for speaking of "virtuous indignation," but if to the word hate any one should attach as an adjective the precious word christian, he would be likely to subject himself to severe censure. I will not now take the risk of such censure; yet I think the poet Browning described exactly such a hate when he described the most eminent of Italian poets and thinkers—

"Dante, who loved well, because he hated,  
Hated wickedness which hinders loving."

If my estimate of Horace Mann be not radically wrong, these lines apply to him. He was the most eminent modern exemplar in America, of philosophic hate—philosophic because wisely considered and well directed.

The secret spring of his career, self-sacrificing, unwavering, nobly successful, yet surrounded with embarrassing bitternesses, he exposed in his memorable speech at the dedication of the first American State Normal School at Bridgewater, Mass., August 19th, 1846.

—"The feeling which springs up spontaneously in my mind  
\* \* \* \* in view of the errors and calamities and iniquities of the race is, *not* to flee from the world, but to remain in it, *not* to hie away to forest solitudes or hermit cells, but to confront selfishness, and wickedness and ignorance at whatever personal peril, and to subdue and extirpate them, or perish in the attempt."

We will concisely review the life and services of Horace Mann, and briefly consider what is the lesson of that life for those who would do good and great service for popular education.

He was born in the town of Franklin, Norfolk County, Massachusetts, on the 4th day of May, in the year 1796. His father, an upright, stern man, died when Horace was thirteen years of age, his health having been gradually impaired by disease of the lungs. His mother was a wise woman who had strength of character enough to decide for and direct her children. Horace inher-

ited weak lungs, susceptible nerves, an active brain, and a compact muscular system. He attended the poorest school of his native town, on an average of six or eight weeks a year, until he was fifteen years of age. There he learned how to read, and how to write, and was taught the obvious characteristics of arithmetic, grammar and geography; but he had an irrepressible thirst for knowledge, which the school did not satisfy, and he read all the books of a small library presented to the town by Benjamin Franklin—a library he afterward described as “consisting of old histories and theologies, suited perhaps to the ‘conscript fathers,’ but miserably adapted to the ‘postscript children.’” Opportunities for reading were gained by unremitting diligence at work. In his mature life Mr. Mann said—“I do not remember the time when I began to work. Even my play-days—not play-days, for I never had any—but my play-hours were earned by extra exertion, finishing tasks early to gain a little leisure for boyish sports.” \* \* “Work has always been to me what water is to a fish.” Throughout his boyhood he was subjected to continued denials and deprivations, and he always regarded it—as any man or woman may—an irretrievable misfortune that his childhood was not a happy one. He did not find contentment, but he found peace in the hope that “an inward voice which always raised its plaint for something nobler and better,” would some day be answered. When he was told that a lady who was on a visit to his mother, had studied Latin, he looked upon her as a sort of goddess, and when an opportunity of such study for himself was offered, it broke upon his mind with wonder and bewilderment. It occurred in a chance school, taught by an eccentric man named Barrett, who was distinguished for having correctly memorised the ordinary class books in Latin and Greek. Having obtained a reluctant consent from his guardian that he might prepare for college, Horace Mann brought his native force of character, and his accustomed diligence of application to bear upon the necessary studies, and in six months fitted himself for an examination, which gave him a place in the Sophomore class of Brown University. That was in 1816. He was then about twenty years of age. Required by illness, superinduced by excess of mental labor, to suspend his studies for short periods in each year, and teaching school each winter, in order to obtain means to defray

his summer expenses, yet when his class graduated in 1819, Horace Mann was awarded the place of honor in the Commencement exercises, and spoke an oration on the Progressive Character of the Human Race, the hopeful vigor and decided antipathies of which foreshadowed the principles of his subsequent career. While at college, he had entered his name as a student-at-law, but after graduation, was called to the post of Latin and Greek tutor in his Alma Mater. He introduced methods of study and recitation calculated to associate historical, geographical and scientific knowledge with the acquisition of language, and though indulgent to his class when lessons were perfect, was so unrelenting in his analysis of imperfect recitations, that when one of the students had fallen sick with fever and ague, and the Steward was about to give him medicine to induce perspiration, his room-mate recommended that he be sent to Mr. Mann's recitation-room without his lesson.

In 1821 Mr. Mann resigned his tutorship, and again turned his attention to the study of the law. He was admitted a member of the Norfolk Bar in December 1823, and immediately opened an office at Dedham, Massachusetts. He practiced law thirteen years and gained distinction at the Bar as an eloquent advocate, shrewd tactician and conscientious counselor: meantime he had become known as a wise and beneficent legislator. In 1827 he was elected to the Massachusetts House of Representatives from the town of Dedham, and he continued to be the Representative of that town until 1833, when he removed to Boston and was elected to the State Senate for the county of Suffolk, a post he held for four successive sessions, during two of which he was the Senate's presiding officer. As a legislator, he led movements for public charity, for internal improvements, against gaming, and against the traffic in intoxicating liquors. He was chiefly instrumental in the passage of the famous "fifteen gallon law," and was the author and leading advocate of the law by which the first State Lunatic Hospital was established, at Worcester, in 1833. He had been influentially identified with movements for the encouragement of popular education, and when, June 29th, 1837, the Massachusetts Board of Education was organized, Horace Mann was unanimously chosen its Secretary. The salary was \$1,000 a year—the work was onerous—the prospect of satisfactory suc-

cess doubtful—but Horace Mann did not hesitate to decline a reelection to the State Senate; transfer a lucrative law practice; withdraw from political and reformatory associations which were dearly cherished, and consecrate himself, body and mind, to the noble task of awakening an active and correct public sentiment for Common Schools in his native State, and of instituting plans of management, establishing courses of study, and directing processes of instruction, which would render those Schools worthy enlightened and advanced public opinion—a public opinion affirming that, “in a Republic ignorance is crime, and private immorality is not less an opprobrium to the State than it is guilt in the perpetrator.” The heroism of a purpose so comprehensive and far-reaching for good, is as high as any preserved in the history of our country’s national development; its success as memorable an achievement.

Horace Mann possessed uncommon capacity for persistent and well-directed labor;—he said truly “whenever I have had anything to do, I do not remember ever to have demurred, but have always set about it like a fatalist; and it was as sure to be done as the sun is to set;”—he commanded clear thoughts; he was an orator of peculiarly impressive manner; he was master of a shrewd style of expression, and of rhetorical grace which imparted keenness and charm to whatever he wrote or spoke; his character was above reproach; his personal habits were significantly exemplary—he expressed what all who knew him acknowledged when he said “I was never intoxicated in my life, unless perchance with joy or anger—I never swore—indeed profanity was always most disgusting and repulsive to me, and, (I consider it almost a climax) I never used the ‘vile weed’ in any form. I early formed the resolution to be a slave to no habit.” The imperial will which thus decided, directed all the characteristics I have enumerated, and therefore it was, that neither legitimate opposition, nor selfish misrepresentation prevented Horace Mann from leading the educational forces of Massachusetts through a series of conquests, which rendered the Common Schools of that State models for all the other States—causing the educational tone of the whole country to become higher, and giving the indefatigable Secretary not only a national, but also a European reputation as a public benefactor.

Horace Mann was Secretary of the Massachusetts Board of Education twelve years—from 1837 to 1849, during which time he spent six months (in 1845) in Europe, at his own expense visiting schools and studying the most approved plans and processes of education. The twelve Reports which, for those years, he made to the Board of Education, describe his labors and expose his plans.

He held that the object of the common school system was "to furnish every child in the commonwealth a free, straight, solid pathway by which he could walk directly from the ignorance of an infant to a knowledge of the primary duties of a man; and could acquire a power and an invincible will to discharge them." He was satisfied that the schools in existence did not present such a pathway, and he devoted pertinent inquiries and apt investigation to a satisfactory solution of the question "what could be done to rescue faculties, powers, divine endowments, graciously designed for individual and social good, from being perverted to individual and social calamity." He did not seek popularity by "lulling flatteries to deepen the slumbers of an already sleeping community," but he mercilessly exposed culpable indifference; sharply satirised folly; rebuked wickedness and condemned incompetence both of school officers and of school teachers. He showed by statistics; by descriptions fervidly eloquent; by contrasts provokingly disparaging, that the schoolhouses of the State were too few and were unfit for the purpose designed; that the number of school teachers was too small, and that the standard of qualification as well as the wages, was too low; that confusion of school books was confusion of knowledge; that reading, spelling, writing, and all the other primary studies were improperly or imperfectly taught; that physical health was disregarded, and mental imbecility consequent, and he suggested plans and practices by which the evils he described might be mitigated and the wrongs of which he complained might be redressed. He impressed his views in public addresses, by means of a monthly journal which he edited, and through his annual reports. Ignorance and selfishness arrayed themselves against him; incompetence and prejudice misrepresented him, but he had neither fear of, nor favor for, such enemies, and with argument, satire, ridicule and bitter phillippic, showing "the naked angularities of things;" giving no thought,



no time to anything but the duties of his post, he worked steadily right on. What was the result?

The value of reforms which he directed, for ventilation, for humane desks and seats, for play-grounds, for school books, for improved methods of teaching spelling and reading, and the other "common branches," no rhetorical phrases nor statistical tables can set forth. They are felt in all the common schools of our land. But an approximate estimate of the general good effect of his labors can be formed from the fact that between 1837 and 1849 the town and city appropriations for teachers' wages and for fuel in the schools, nearly doubled (1837—\$400,000; 1849—\$749,943)—that the number of teachers was increased 1973, of which 1919, all but 54, were women. The value of school houses had been augmented \$2,200,000; the school laws of the State had been revised; three Normal Schools had been established; School Libraries had been encouraged and improved; Teachers' Institutes had been introduced; Educational Conventions were required and the State Board of Education, with an able, indefatigable Secretary, were wants which the public recognized. General attention had been awakened to the pecuniary value of education, and public interest aroused on behalf of its moral, religious and political advantages.

The vigorous addresses and reports on these topics, which Mr. Mann prepared, furnish the staple of more than two-thirds of all the reports and speeches on public education in America since 1849, and suggest a great measure of what has since been recognised as the power and purpose of Common Schools.

This is but a meager summing up of a great work on which any public officer might have been contented to rest his fame, but while devoted with all his energies to that work, Horace Mann had been elected to succeed John Quincy Adams in the House of Representatives of the American Congress. He accepted the distinguished honor and took his seat at the opening of the second session of the Thirtieth Congress in December, 1848. He was re-elected and served in the Thirty-Second Congress. He was then a candidate for the office of Governor of Massachusetts. He failed to accomplish in Congress what many ardent friends anticipated—the establishment of a National Bureau of Education—and he manifested no remarkable powers as a national legislator, but he was right

on all questions affecting the highest interests of the nation, and he spoke ably on several important ones. All his votes and all his speeches evinced the spirit he demanded for other Representatives, that because a man aspired to office he was under no imperative obligation "to poise his soul on what mechanics call a universal joint which turns in every direction with indiscriminate facility."

In the year 1853, Mr. Mann accepted the Presidency of Antioch College, and became a citizen of Ohio. He had a great purpose in the work which he assigned himself in that sphere.

To secure for young women equal opportunities for education with young men, in the same studies, in the same classes, by the same instructors.

To confer the college degrees only upon persons who, besides sustaining the requisite literary and scientific character, were free from grovelling associations and demoralising practices.

To establish within the walls of the college a common law which should exhibit the relation of students and faculty to be that of a family—each member regarding the honor of another as sacredly as his own, but not shrinking from the exposure of any transactions which the prosperity of a fellow-student or of the college required.

To the work thus sketched Mr. Mann devoted himself with the same talent, zeal and industry which characterised his labors as Secretary of the Massachusetts Board of Education. Outworn with unremitting efforts—efforts embittered by personal controversies relentlessly prosecuted, he died August 2d, 1859, just when the affairs of the college had been so arranged that he was free to test his plans fairly. Here is not the place to discuss the peculiarities of those plans. I go back from Horace Mann, President of Antioch College, to Horace Mann, the Common School Advocate.

When the Massachusetts Board of Education announced his resignation as its Secretary, it said "he has enstamped his name so deeply upon the educational interests of the State, that it will never be effaced." Why? He was honest and capable—fearless and persevering. He was a keen observer; he could felicitously and graphically describe his observations, and he never failed to show what was necessary to mitigate the evils he exposed. He did not employ his rhetoric on abstract platitudes for miscellane-

ous education, but he exposed what was needed to provide for every child in the Commonwealth, intellectual, moral, political and physical training, which would fit it for intelligent and faithful discharge of the practical duties of life. In his investigations he was direct, and in his denunciations and appeals personal—(in the general, not special sense of that phrase)—exemplifying the wholesome sentiment that

"Severity, indeed, true kindness is,  
Inspired by love and wisdom."

A friend of mine, who is a thinker, on being asked, after he had made Mr. Mann a visit, what was his chief characteristic, replied, "He is eminently clean." The remark was just and profound. He was intolerant of unclean things, and not less for himself than for others; alike for physical, mental and moral purity was he imperative, holding one consequent upon the other, and believing that instruction and development, possible for Common Schools, would make it the common sense of community that "not only lying lips, but a dyspeptic stomach is an abomination to the Lord." He never forgot, nor disregarded, what Mrs. Browning has expressed, that

"———All society,  
However unequal, monstrous, crazed and cursed,  
Is but the expression of men's single lives—  
The loud sum of the silent units."

And not only did he never waste efforts to "change the aggregate and yet retain each separate figure," but he labored wisely, nobly, powerfully, for influences competent to make each separate figure right in its place, full in size, correct in form, clear in expression. No man as active and earnest as Horace Mann was, is without prominent faults. His antipathies were mightier than his sympathies, and often misled him, but justice and mercy tempered his hate of wrongs and vices—or as some people may prefer to hear it called—his spirit of reform. His determination was more potent than his prudence, but the highest good of mankind was its object, and he will live in the annals of American biography as a brilliant illustration of what all progress teaches, that true men, in his own words, "do not change, like the vanes of our steeples, with the course of the popular wind, but like mountains *change the course of the wind.*"

Horace Mann will have a monument on Boston Common, built chiefly by means of subscriptions raised among the common school children of Massachusetts,—an honor to his memory appropriate for a benefactor—but his proudest monument will live in results flowing from the Common Schools of America.

Time and place forbid that I should attempt more than a bold outline of Horace Mann's character and services. In them lie many lessons—lessons for what ought not to be done, as well as for what ought to be done. His Reports, Lectures and Speeches are worthy attentive study by every teacher and every friend of popular education. I trust the effect of what I have said about him, will be a thorough investigation of his character, purposes and methods, by many who hear me.

---

## REPORT ON LOCAL SUPERVISION OF SCHOOLS.

BY M. F. COWDERY.

Since I was informed by the Executive Committee, a few weeks ago, that I would be expected to make a report on the subject of the Supervision of Schools, I have been so engaged with my own school duties, as to have had no time to write out a formal report. But rather than disappoint you entirely, I will state, extemporarily, such facts and considerations as suggest themselves from my own experience.

During the last twenty years, a very unusual degree of attention has been given to the subject of public education in our country. Many improvements have been suggested, and modifications proposed by the ablest minds in the country. The subject of general and local supervision has been much discussed. But of all the various points or features in the work of education, only a few have been settled so as to be beyond all controversy. It is probable that only a small number will be retained by those who come after us. It is hoped, it is true, that free schools will be continued to all time to come, but it may not be the case.

\*This Address, made at the recent meeting of the State Association, was not written, and we give our own report only.

Further light may change the opinions of wiser men who may come after us. We can not see how the principles of gradation and classification can be dispensed with; but they may be changed. The character of school buildings is, I think, best settled.

But this question of General and Local Supervision is open to discussion. We have had some specimens of its value in our own and other States. We have had a plentiful lack of supervision, also, in illustration of that side of the question. Undoubtedly there is a question in many minds whether there should be any supervision of schools. In my view of the matter, it has very important bearings on the welfare of the schools; and every well-informed teacher should understand these bearings, in order to meet any opposition that might arise.

The healthful condition of public sentiment depends upon what the villages and cities think. Their opinions are formed by the condition of the schools in their midst. The character of the schools depends upon their local supervision, and the general supervision depends on the local supervision. The decision of this question depends both upon reason and experiment. Were we to be ever so clear, we could not convince any community that they had better pay \$1,000 a year for a Superintendent, if their experience was against it.

Let us look at the kind of work to be done in towns and cities, and see if supervision is necessary. You will bear in mind that many schools are to be made one in unity of action. There must be some means provided to make the instruction harmonious. Teachers are employed to teach in their own schools; and they are not expected to take any part in the schools around them. There must be some man whose duty it is to give attention to this matter; for a system of graded schools, without uniformity in discipline, &c., is not worth the name of a classified school. And after the several schools have been classified and harmonized, they are to be kept so. Many persons think that after the schools have been put in good shape, they will remain so; but there is no greater error. They are to be kept in good working order by persevering industry, by the vigilance of an active mind. Some body must be constantly watching, or great injustice will accrue to all; teachers will have double work to perform, and pupils will

work to disadvantage. There must be some mode to provide uniformity of discipline. A written code of regulations, placed in the hands of teachers, is not sufficient. The whole thing must be the result of constant work and observation, to insure uniformity.

A few things are overlooked by well-meaning citizens. The question is frequently asked, "of what use is a Superintendent?" They do not bear in mind that courses of instruction have been extending. They do not think that teachers will be changing constantly—new ones coming in that will need training into the arrangements of the system, and not simply to read certain written regulations. Some body must do this work, and look after it all the time.

Another thing is not remembered—that all the modes of instruction are in an unsettled state. If we could point to precedents—if we could refer to the best modes of instruction, to the written experience of those who have gone before us, and say "here is the way, walk ye in it," the case would be quite different. But these best ways are to be wrought out yet, and some body must study, compare and collect them.

All these things seem to point to the necessity of having some active mind in the public service, engaged in the schools, who may take note of such things as seem to him important.

Let me call your attention to the qualities that every good educational system should possess. In the first place, every system, to be worthy of use, should possess entire moral independence. It should have power to employ or dismiss, for good reason, any teacher in connection with its service, irrespective of the judgment of the community. That system of schools is in a pitiful position that is not able to do this. Second. Every school system should not only be able to employ and dismiss, but should be able to administer discipline, on the basis of simple and exact justice to all—dispensing blessings to everybody, but favors to none. This involves a high degree of moral independence. Third. Every school system should be able to administer regulations to the whole community, irrespective of prejudices which tend to embarrass its work. Lastly, every school system ought to be able to give tone to public sentiment, (instead of being the slave of it,) so far as the amusements of the young are concerned.

I have no thought that supervision is going to do all this work.

I am thinking of the architect and his skillful workmen; that the workmen and the architect together may be able to accomplish it. I am thinking, that while the labors of teachers are faithful, every hour there are questions arising that involve the interests of teachers, of pupils, and of the public, that require prudent management, lest somebody receive harm from what is right in the premises. I don't see how a school system is to be made popular—to possess the elements of energy, which are essential to the high standing of business men—while the teachers are teaching in several rooms without mutual understanding and sympathy; or even with it, without some active mind to counsel and direct.

There is not only labor for one man, but for several, in the department now assigned to me. I could easily mark out labor for a man more competent than myself. Here are children running at large that never saw the inside of a school-room; here are those who look in occasionally, but are never benefitted by the school; here are vagrant children, that would require the entire time of an individual competent to engage their attention and hold their wandering minds. Here is enough for a Superintendent to do! He would find enough to do in bringing those classes into the school-room; and there are other branches that I could set him at.

But in regard to supervision, the people must have confidence that they are receiving the worth of their money. When this is the case, there is no complaint. I hope others will elaborate what I have merely suggested.

---

SCOLDING.—A little girl, not six years of age, screamed out to her little brother, who was playing in the mud, "Bob, you good-for-nothing little scamp, come right into the house this minute, or I will beat you till the skin comes off!" "Why, Angelina, Angelina, dear, what do you mean? Where did you learn such talk?" exclaimed the mortified mother, who stood talking with a friend. Angelina's childish reply was a good commentary upon this manner of speaking to children. "Why, mother, you see we are playing, and he's my little boy, and I am scolding him just as you did me this morning; that's all."

## BATES' INSTITUTE LECTURES.

BY ALFRED HOLBROOK.\*

An examination of this volume, compels me to urge it on the attention of teachers generally.

Since Institutes have become one of the recognized necessities of education, they demand, like other departments of the great system, a literature adapted to their peculiar exigencies. No Institute accomplishes its whole work, without a course of lectures to and for the people. More light has been diffused among the people, and more has been done to effect public action, and to influence legislative enactment by this means than by all others combined. Hundreds of Union Schools, and Public School Systems, in large towns and cities, have been established through the immediate influence of Institutes, and yet the work is but commenced in many States.

Teachers have too often been compelled to call on men of other professions *to make the connections* between the Institute and the people, and they have too often failed to do it. Mr. Bates' Lectures are eminently of this connecting character. While they are full of meat for teachers, they bring the ends, aims and advantages of education home to the mind and heart of the people.

Legislators who find themselves hampered by the backwardness of the people, could effect a change in no other way so certainly, and with so little expense, as by putting in circulation a sufficient number of copies of this and similar books among their constituents. Every true teacher who reads this volume, will be impelled to put it in circulation, and then another, and another. Teachers are missionaries: we can also become colporteurs. When this and other corresponding measures are adopted and urged by the whole body of teachers in concert in any State, legislatures will be constrained to enact such laws as the thorough education of the whole people demands.

On all other subjects, for all other occasions, speakers have materials ready formed to their hands. Teachers and others who are called on for lectures before Institutes, find here material of suitable quantity and quality which of course they will work over

\* Principal of the South-Western Normal School, Lebanon.



and incorporate into such addresses as may be adapted to their own character and the peculiar circumstances of the occasion.

Again, every teacher who is true to his profession, will endeavor to elevate that profession in the estimation of his pupils and patrons. In order to do this, he must be fully imbued with its spirit, with its true aims with its just demands, on himself and on the people. Let him drink deeply from the fountain of love and truth, which wells up so generous and pure in the course of Institute Lectures.

The lecture on the study of Language embodies the most approved and successful method of teaching the languages. The old and repulsive plan of keeping the pupil on the Grammar alone for six months, in memorising the definitions, paradigms, rules, explanations, etc., the most of which are entirely unintelligible to the learner, Mr. Bates contrasts with "the better way," viz: that of learning the Grammar by practice. The invincible repugnance aroused by the stupid course, too generally pursued, in initiating the tyro into the study of the languages, has extinguished many a glowing genius, and diverted great numbers from the pursuit of a liberal education.

In this connection, the author well remarks: "Many of those who now denounce in unmeasured terms, the study of the Ancient Languages, judge of the difficulties to be encountered, in mastering the rudiments by the senseless labors to which they themselves were once subjected. The faults of the systems of instruction, are charged upon the studies themselves; upon which are bestowed curses loud and long. And it sometimes happens that those very powers which have been acquired by the most elaborate classical training, are employed in condemning their use. Whenever I see such shameless ingratitude, I am forcibly reminded of the words of the dying Cæsar: '*et tu Brute.*'"—p 176. This lecture on languages alone, might prove a hundred times more valuable than the price of the book to many an old foggy teacher, to say nothing of his pupils. It is a sad consideration that fogysm will prevent any such investment.

## TEACHING ASPIRATIONS.

BY HARVEST HOME.

To the elastic, hopeful mind of an ambitious girl, no field of action presents so many charms as the school-room. Poetry, romance, and even sombre-hued history, have invested its duties with a most bewitching halo: as she looks forward to years of usefulness, in paths her feet have yet to learn the weary way, the organ notes of blissful rewards for cares and toils come surging down the aisles of Hope, and fill her impulsive heart with joy beyond measure, as with a clear Faith and youthful ardor, she enters vigorously on her duties. No dark shadow hovers around, but it is all beauteous as a poet's dream.

Images of wayward scholars with unprepared tasks, and uncivil mien, strengthened by injudicious home-training, her own exhausted patience and energies, perchance feeble health, never cross her mind—all will yield a loving obedience to the hand that shall rule, so *firmly* but *gently*. Mayhap her ambition is to be mistress of a little white school house in the centre of pioneer homes in the Far West. Wild roses shall twine around its portals, and feathered warblers shall hymn their joyous melodies in the over-shadowing groves. Embryo statesmen and young girls whose influences will bend the destinies of nations, are to learn wisdom from her lips; she is to be beloved and respected by the parents, and revered by the youth. With the pencil of Hope, she sees painted on the vail of Futurity the great minds of earth ascribing their earliest aspiration of eminence to her guiding hand; their keen sense of honor and unwavering integrity to her faithful and impartial distribution of justice. When in declining years the reaper shall say, "I have come for my harvest," then peacefully will she yield up what has been one long happy sunshine for a glorious immortality.

Aye! dream on, young student. May He who sends thy dreams, so portion thy labor that its stern realities may not crush thy bright hopes, and leave thee in the depths of despair.

The Teacher's life is as a vast cultivated field. The seed hath been sown widely and abundantly. In the place of full returns of ripe grain, the fertile spots are like oases in the desert. Of all the seed sown, some has died from neglect, some because the soil

was too shallow to give it nourishment, some was blighted by the winter of adversity, and some—alas! that it should be so—some became barren from the indifference of the sower.

Yet be patient, waver not, even though the clouds look dark and storms threaten. Be diligent. "In the morning sow thy seed, and at even withhold not thy hand;" for "bread cast upon the waters shall surely be found after many days." And when the sod shall have grown green above thy resting place, the seeds of knowledge and truth thou hast sown in the spring-time of thy life will yield a harvest of nobility and usefulness.

---

## Mathematical Department.

---

### SOLUTIONS.

No. 2. The solution of this problem by M. O. S., in the June issue, contains an oversight. In the place of the last two sentences of the solution, we substitute the following:

By similarity of triangles, we readily find that the altitude of the triangle of which the trapezoid is a part, is 400, and the area  $156\frac{1}{2}$ . Put  $T$  for the area of the whole triangle,  $T^1$  for  $T-S$ , and  $T^{11}$  for  $T^1-M$ ; also,  $h$  for the altitude of  $T$ ,  $x$  for the altitude of  $T^1$ , and  $y$  for the altitude of  $T^{11}$ . Then  $T : T^1 :: h^2 : x^2$  and  $T : T^{11} :: h^2 : y^2$ , whence  $s$ ,  $m$ , and  $n$ , since  $h-x=s$ ,  $x-y=m$ , and  $s+m+n=160$ .

[JAMES GOLDRICK says that he inadvertently used the wrong instead of the right values in his solution. He now sends the results:  $n=96,738+$ ,  $m=36,925-$ , and  $s=26,337-$  rods. Mr. Morgan writes that his results were not intended to be exactly correct; but only to the nearest unit. The results given before he thinks are correct. We leave the discrepancy with them, knowing that each is capable of solving the example, and that the difference is the result of some oversight.—ED.]

No. 7. Solution by JAMES GOLDRICK.—Subtracting (2) from (1), we get

$$x^2 - y^2 + y - x = 4$$

$$\text{Or } (x+y)(x-y) + y - x = 4$$

When  $x-y=1$ , this equation is solvable by adding  $x-y=1$ . whence

$$(x+y)(x-y) = 5$$

$$\text{Or } y+y=5$$

Therefore,  $x=3$  and  $y=2$ .

No. 7. Solution by A. P. MORGAN.—By substitution, &c., we get

$$x^4 - 22x^2 + x + 114 = 0$$

$$\text{Or } (x-3)(x^3 + 3x^2 - 13x - 38) = 0$$

Placing the first factor  $=0$  we get  $x=3$ ; whence  $y=2$ .

No. 7. Solution by R. B. Z.—He reduces the equation to  $y^4-14y^2+y+38=0$  and divides both members by  $y^3+2y^2-10y-19$ , thus getting  $y-2=0$ .

[WILLIE, of Grafton, Vermont, solved this problem just as Mr. Morgan did. We do not consider any of the above solutions as of any higher grade than a trial of different values in the primitive equation, or in  $x^4-22x^2+x+114=0$ , and  $y^4-14y^2+y+38=0$ .—ED.]

No. 8. J. Goldrick, A. P. Morgan, J. M. Anderson, C. W. Greer, H. A. Ridner, and R. B. Z., say that one boy ought to have 7 cents and the other 1 cent, because one furnished 7 times as much melon to the comrade as the other.

### PROBLEMS FOR SOLUTION.

No. 13. By Willie.—A statue 80 feet high stands on a pedestal 50 feet high, and to a spectator on the horizontal plane, they subtend equal angles. Required the distance of the observer from the base, the height of the eye being 5 feet.

No. 14. By A. P. MORGAN.—By discounting a note at 8 per cent per annum, a banker makes 10 per cent per annum on his money. What would have been his per cent of gain, if the note had been drawing interest at 6 per cent per annum?

DAVID EMERICK writes under date of April 11, 1860, as follows: "At the Teachers' examinations last Saturday in Dayton, the following, among other questions in Arithmetic, was presented for solution by the applicants:

"A General having formed his army into one solid square, afterwards changed it to 238 smaller squares, and had 338 officers and supernumeraries left to each smaller square, and 9 men for his own staff. How many men had he?"

We presume our readers would be exceedingly glad if the examiners would send a solution of this question for publication in the *Educational Monthly*.

ERRATA.—In the April No., Solution of No. 1,  $\frac{1}{2}$  of 1st should have been  $\frac{1}{3}$ , and  $\frac{1}{3}=10$ , not 18. Page 184, June No., in the paragraph preceeding "*errata*," "*not*" should be *not*, 14 should be 12, 17 should be 18, and 10 should be 13.

MONEY SPENDING.—There is one thing I would be glad to see more parents understand, namely, that when they spend money judiciously to improve and adorn the house, and the ground around it, they are in effect paying their children a premium to stay at home as much as possible to enjoy it; but that when they spend money unnecessarily in fine clothing and jewelry for their children, they are paying them a premium to spend their time away from home, that is, in those places where they can attract the most attention and make the most display.

# Selections.

---

## THE CHILDREN'S HOUR

BY H. W. LONGFELLOW.

Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause to the day's occupations  
That is known as the Children's Hour.

I hear in the chamber above me  
The patter of little feet,  
The sound of a door that is opened,  
And voices soft and sweet.

From my study I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
And Edith with golden hair.

A whisper, and then a silence;  
Yet I know by their merry eyes  
They are plotting and planning together  
To take me by surprise.

A sudden rush from the stairway,  
A sudden raid from the hall!  
By three doors left unguarded  
They enter my castle wall!

They climb up into my turret  
O'er the arms and back of my chair;  
If I try to escape, they surround me;  
They seem to be everywhere.

They almost devour me with kisses,  
Their arms about me entwine,  
Till I think of the Bishop of Bingen  
In his Mouse-Tower on the Rhine.

Do you think, O blue-eyed banditti,  
Because you have scaled the wall,  
Such an old mustache as I am  
Is not a match for you all?

I have you fast in my fortress,  
And will not let you depart,  
But put you down into the dungeons,  
In the round tower of my heart.

And there will I keep you forever,  
Yes, forever and a day,  
Till the walls shall crumble to ruin,  
And moulder in dust away!

[*Atlantic Monthly.*]

---

## MEMORY.

BY REV. GEORGE P. HAYS, KITTANING, PA.

"Lull'd in the countless chambers of the brain,  
Our thoughts are linked by many a chain.  
Awake but one, and lo, what myriads rise!  
Each stamps its image as the other flies."—ANON.

The reason why man *knows* so little, is not that he has *discovered* so little. It is rather that he has lost so many of his discoveries. We would know very much more if we could only retain safely all that we ever knew. Of most men it can truly be said that, they have forgotten more than they know. This being the case, as every knows it is, it is very important that the memory should be well trained. By being well trained it is not meant that it should be merely a lumber house, where things can be tumbled, and though kept there safe enough, yet so poorly arranged that all its contents must be overhauled to find the desired item. That is a well trained memory which retains all that is committed to its care, and so arranges it that any one topic shall at once suggest all the facts, and truths and illustrations, that in memory may be connected with that subject.

There are several ways by which a memory, good enough by nature, may be sadly spoiled. One way is by making it a treasury of words, merely, to the neglect of ideas and principles. This was a great fault of the text-books that were in use fifteen or twenty years ago. Everything was reduced to a rule, and these set apart so as to be memorized by the learner. There was indeed some explanation of the principle, but the spirit that pervaded the book was, that the pupil's success depended, and mainly, on his familiarity with the *rules*. Guided by this theory, the time was spent on words, and not on the ideas expressed by the words.

This evil produced two others. The first was, the confining of the pupil's powers to those cases which were clearly under the rule. And the second was, the burdening of the mind with the very thing that is most difficult to retain. The first evil is well illustrated by a good author in the anecdote of the boy, who, when asked, "If one turkey cost five cents what will fifteen cost," studied a moment and then replied, "I never studied the turkey rule." This loading the mind with words ought never to be allowed. A rule is valuable simply because the principle is there supposed to be expressed in the fewest and best words. The mind was made to deal with ideas rather than words, and hence it will retain these easier and longer than words, and use them much more effectively. I once had occasion to hear the recitations of a young lady studying Latin. She had heard from some one that she was rather sharp, and she determined that she would have that first lesson perfectly. I took occasion to put the questions in such different language from that in the book, that she, having memorized the book perfectly but neglected the idea, did not recognize the principles at all, and of course failed entirely. I called her attention to her error, and showed her how, if she had attended to the idea, she would have recited admirably. In two or three lessons more she could answer any question with ease, though presenting the truths of the lesson in far different forms from the book.

Another illustration is to this effect: When I was a school-boy we used Town's Speller and Definer, and we were required to give the very word for definition given in the book. The result was that in three weeks after the school was closed I could not tell what one word of a hundred meant. I had burdened my mind with the words and not the meanings. When I came to be a teacher, I required the whole school once a day, to spell from a Dictionary, giving them the privilege of using their own language in their definitions. The result was that they cared altogether for the meaning, and could remember that with ease, and appreciate the force of these words when reading. It did this also: it gave them a fullness and richness of language that they valued very much. I recommend this plan very highly to those teaching advanced scholars.

The general principle is to give the chief attention to the idea at all times, making that the main matter. The very easiest way to commit words, I believe, is by first committing thoroughly the ideas and getting them in their proper order before the mind, and then a little attention to the phraseology will bring words at once to memory. Thoughts are like influence. They are not straight lines touching only two things. They are tissues, twined and intertwined, and interweaved, so that one bears upon a multitude. Thoughts are the gold and silver, and the words are but the color

and stamps impressed upon it to tell its values on the occasion. The double eagle may be melted and changed, and rolled out, but it is still the same gold. So thoughts may be tried, and their form changed, and they may be rolled out very thin, but they are still thoughts, and when heaped up they will be weighty, and their value great.

It ought to be an acknowledged fundamental principle, wrought into practice throughout the whole of our educational machinery, that "*truths not words are precious*." The modern advancements in the science of instruction are in the right direction, but there is much room for still further progress. If the memory was well drilled on this plan, it would do its work far more efficiently. It can be wonderfully developed, but its highest development can only be reached by using it in the right way. The arms are best strengthened, not by walking with them, but by using them rightly, so the memory is strengthened most by using it on its true object—ideas. He will be strongest who exercises each faculty in that way which God designed. May the good work begun in this direction go on unto perfection.—*Educator*.

---

"HAVE TAUGHT SOME."—At a recent examination of Teachers by our County Board, an applicant presented herself for a certificate, and as an endorsement of her qualifications, laid before the Examiners a twelve months' certificate from the Board of a neighboring county, presided over by the Principal of the leading educational institution in that county. Our Examiners presumed that a critical examination would be entirely unnecessary, but concluded to "go through the motions" required by law; and commenced with—What is emphasis? "Don't know; have taught some, but never heard of emphasis," answered the holder of a first class certificate from C. What is this mark —? (a dash.) "Should call it a bar." What is the use of it? "To show some connection between the two words." Decline "our." "Nom. you—poss. your—obj. you; plural—nom. our—poss. ours—obj. you!" Spell Science. "Syence." Spell receipt. "Resceipt." Spell pair—a couple, "Pare." How high are some of the highest mountains? "Some mountains must be four or five hundred feet."

And so on through an examination, during which scarcely one single question was correctly answered. The applicant was very much astonished to learn that our Board could not authorize her to take charge of a school.—*Torchlight*.



## Editorial Department.

---

GOING TO AND FRO IN THE EARTH.—We have not judged it proper to make the *Monthly* a trumpet for sounding forth our official transactions. It would not comport with our characteristic modesty. We do many worthy deeds—perform many laborious journeys, and make addresses “too tedious to mention,” and, so far as the *Monthly* is concerned, our good works “blush unseen.” We did not start this work in order to make it an itinerary of our official “journeyings often.”

But as we have spent nearly the whole of the past month in attendance upon Institutes, we judge that the pleasure of our readers will be promoted by some notice of these important educational agencies. We can do little more than make brief allusions to them, for anything like full accounts would require time and pages which can not now be afforded.

HOPEDALE and all its friends may well rejoice on account of the character of the Institute there held. Ninety young men and women were put through as thorough a drilling as we have ever witnessed. Classes were formed, lessons assigned and regular recitations had. Rules of order were strictly enforced. It was a regular training school, and a model at that. Mr. Regal presided with *regal* dignity and efficiency. He was assisted by Messrs. Brinkerhoof, Kidd, Krusi and Lusk, each of whom stands at the head of the profession which he makes his speciality.

CADIZ was not the theater of an Institute, but by invitation we spent a day there. It is a pleasant village, full of worthy citizens; but in educational matters it is behind the times. Not a few of the people there are dissatisfied with the state of things in respect to schools, and it may be hoped that an improvement will ere long be made.

ATHENS is a good village, and the Athenians are a good people. A great change for the better has there taken place since St. Paul visited the town, some years since. No longer is “the city wholly given to idolatry.” There are “Philosophers” there yet in goodly numbers, but they are not “Epicureans and Stoics.” The people are not in “all things too superstitious.” “The Unknown God” has no “altar” there. None of them asked concerning us, “What will this babbler say?” But in one particular the moderns have too closely followed the example of the ancients. They have built their schoolhouse on the tip-top of Mars’ Hill. We were there the hottest day of summer, and to climb that mountain was a “fiery ordeal.” An hour before the evening address, there came a heavy shower, which rendered the paths up the clayey hillsides so slippery as to remind one of McDonald’s passage of the Splügen. The school building is an unusually fine one, and the third story is all included in a beautiful hall, appropriately called the *Atheneum*, where all public lectures are given. But the inconvenient location of the house is found to be a serious hindrance to securing full attendance.

¶ [The Institute was conducted in an admirable manner by President Howard and Professors Young, Tappan, Blair, Doan and Zachos. Most of these gentlemen devoted a month to laborious instruction without the hope of compensation, and prompted to the work only by love for the cause. The number of pupils was but forty; but they were among the best in the county.

CHILICOTHE was full of Teachers from Ross and adjoining counties. President Robert Allyn and Messrs. E. H. Allen and S. H. Hurst were the chief instructors when we were there, and Messrs. Kidd and Lusk were expected. The session had but just commenced, and there was the promise of a most interesting and successful Institute. More than one hundred were in attendance, not counting the fifteen thousand outsiders who were taking lessons in the *higher* branches from Prof. Blondin.

UHRICHVILLE was making good time, as might be supposed when it is said that Messrs. Cummings, Welty, Hill, Walling, Warford and Forney were the conductors and engineers. Some forty Tuscarawas were aboard the train. To the glory of Uhrichville be it said, that though it embraces two hotels and several stores, not a drop of intoxicating liquor is sold in the village. Blessed be its name forevermore!

LOGAN is fifty miles S. E. from Columbus. No railroad passes in that direction. The canal does not "rage." Its green surface is seldom ruffled or rippled. We, accompanied by a talkative gentleman seven years old, made the trip in a buggy. Beyond Lancaster the country was a *terra incognita* to us.

We have no praises to bestow on the Hocking Teachers, taken as a whole. But Logan is an oasis in the desert. It is a pleasant village of, we judge, about twelve hundred inhabitants. The best school building that we have seen in so small a town, is there approaching completion. It will cost full twenty thousand dollars. It is admirably arranged, and surrounded by ample grounds. The people of Logan are of the right sort. They are determined to be second to no town in respect to school advantages.

¶ THE STATE REFORM FARM we visited in returning from Logan. The acting Commissioner, George H. Howe, and his Assistants, are doing a great and good work. A better man for the place than Mr. Howe could not be found in all the land. He has one hundred and twenty-five boys, of from ten to eighteen years of age, "juvenile offenders," under his charge. Each studies two and a half hours a day and labors on the farm a given number of hours. Their social and moral education is duly cared for, and every appropriate effort made to secure their permanent reformation. In care and kindness Mrs. Howe is as mother to these poor boys, and the value of her connection with the establishment is beyond rubies." Very great advancement in perfecting the workings of the machinery of the institution has been made since our former visit there, one year ago.

WOOSTER.—A very pleasant time the Teachers of old Wayne are having at their Institute, under the instruction of Messrs. Harvey, Sulist, Wildes, Picket, Brinkerhoof, Findlay, (of Pittsburgh,) Palmer, Beer and others. From forty to fifty were in attendance. Said the *Republican* of the 23d ult.:

"The Wayne County Teachers' Institute commenced a session in Wooster yes

terday, to continue several weeks. Quite a large number of teachers were present, with a prospect of many more. The sessions are held in Arcadome Hall, where lectures will be delivered by the following gentlemen, at the times named:

"This (Thursday) evening, by Anson Smyth; Friday evening, Alex. Clark, of Philadelphia, Pa.; Saturday evening, Dr. Firestone, Wooster; Sunday, at 10½ A. M., Rev. J. C. Hart; Sunday evening, Rev. J. W. McFarland; Monday evening, W. T. Coggeshall, Columbus; Tuesday evening, Hon. O. P. Brown, Ravenna; Wednesday evening, T. W. Harvey, Massillon."

---

**COUNTY EXAMINERS.**—They hold an office of the greatest importance, and it is lamentable that many of them fail to meet and discharge the responsibilities with which they are intrusted. So to speak, they are placed at the doors of all the school houses in the State, to decide who are qualified to enter those temples of learning, and take charge of the education of our eight hundred thousand children. If they are competent and faithful men, they will admit to the Teacher's office none but competent and faithful men and women; and all our Schools will be fountains of knowledge and virtue. But if the Examiners are not well selected, if they do not thoroughly understand their business, and if they are not men of stern integrity, all applicants will be admitted, though ignorance and vice may be the most prominent characteristics of many of them. In that case, many of our schools will be seminaries of darkness and corruption.

In a large proportion of our counties our Judges of Probate have appointed the best of men to this office; and in such counties the schools are constantly improving. The funds expended for school purposes prove profitable investments; the children are trained up in the way they should go, and our school system works with little friction, and is constantly acquiring favor with the people.

But in too many of our counties the case is far otherwise. The Judges have committed high treason against the dearest popular and personal interest, by appointing unworthy men to the office of School Examiners. Under their administration, stupid young men and "foolish virgins" experience little difficulty in gaining certificates of qualifications for teaching. They scatter themselves through the country and proudly flourish these documents before the eyes of local directors, and soon find themselves in charge of schools; and all Egypt's plagues would be blessings in comparison with the influence of these dull and vulgar teachers. The money thus expended might better be invested in the seed of the Canada thistle, to be scattered broadcast through the State. The schools become abominations; the people are disgusted with them, and unjustly complain of the workings of our School Laws.

These thoughts are not new to us; but recent observations have given them new life and increased force in our minds. When we inquired in Chillicothe why it was that they had so great a multitude in attendance upon their Institute, we were referred to the action of the County Board of Examiners. It is composed of wise and faithful men, who are capable of discerning between the wise and the foolish, and who are not afraid to reject those who know nothing. The candidates for the Teacher's office were thus made to feel the importance of being thoroughly posted in regard to their duties, and induced to devote a month

and expend fifteen or twenty dollars each in securing the advantages of the Institute.

When in Athens we were assured that the reason why so few attended the Institute there, was the fact that the Examiners of that county pursue a course which furnishes no incentive to improvement on the part of teachers. We are not personally acquainted with the gentlemen who constitute the Board of Examiners in that county, but the representations of their official course which were made to us by gentlemen of the highest standing for intelligence and veracity, led us deeply to regret their appointment. Although they are all excellent men, mostly representatives of honorable professions, as Examiners their influence has been to degrade the profession of teaching, inasmuch as the unworthy experience little difficulty in procuring from them testimonials of "good and regular standing."

And so it is throughout the State. Good Examiners make good teachers; and good teachers make good schools. Incompetent Examiners make little difference between wheat and tares; and the fruit of the schools taught by all sorts of teachers is such as to call to mind the description of certain figs which the prophet Jeremiah came across—some good, and some good for nothing.

These views send us back to our Judges of Probate. With high respect for this office and the gentlemen by whom it is filled, we venture a few suggestions.

1. Men should be appointed Examiners simply on the ground of their qualifications. Whether they are of one political party or another, should never influence the selection.

2. Men should be put into this office who will not use it for promoting their own selfish ends. An unprincipled young man who is ambitious of becoming Prosecuting Attorney, or a member of Congress, dare not refuse a certificate to the first dunce in the county, lest he thereby should lose the votes of that dunce and his numerous relations.

3. The most thorough and successful *Teachers* should, as a general rule, be appointed to this office. Men in other employments may be well educated, they may have graduated at our best Colleges, but for years they have had no practical acquaintance with the elementary branches of learning; they have "become rusty," and are not up to the times in school operations. To be a good examiner, a man must have familiar acquaintance with *school room duties*, as well as with text-books. He should be a leader in the educational movements of his county. If a man would be licensed to preach, preachers examine him; if to practice law, lawyers examine him; if to practice medicine, physicians examine him. Teaching is a *profession*, and why should not teachers be set to examine the qualifications of those who seek admission to this profession? We admit that some men outside of the profession make excellent examiners; but they are exceptions to a general truth.

---

PIQUA.—We understand that the Board of Education of this city has reduced the salaries of the Teachers. Prof. Chambers has resigned the Superintendency and accepted a place at Trenton, N. J., and Rev. Dr. Fitch, the minister of the Piqua Episcopal Church, has been appointed his successor at a salary of \$900.

## Monthly News.

---

COLUMBUS.—Messrs. Little of Columbus, Lewis of Hamilton, and Parish of Illinois, have been appointed Principals of Grammar Schools. The Public Schools open on the third instant. Mr. Norton will continue in charge of the High Schools, assisted, as last year, by Mr. Livingston and Misses Treat and Prentiss. Mr. Hampson remains Principal of the South Grammar School. Mr. Theodore C. Bowles, formerly in the employment of W. B. Smith & Co., Cincinnati, has formed a connection with Joseph H. Riley in the book Trade. Esther Institute, of which Mr. Lewis Heyl is Proprietor and Principal, and Miss A. J. Taylor Assistant Principal, commences its next session on the 12th instant. A new branch of study is to be introduced, to-wit: *Cookery*. Those girls who so wish, are to be taught the art of making and baking bread, of roasting and toasting, of boiling and broiling all suitable things. We like the idea, and can not doubt that it will prove useful. *Home* is the best place to study housekeeping, etc.; but boarding school pupils have little opportunity for such home instruction. The reputation of Mr. Heyl's table warrants the belief that correct instruction will be given. If what "they say" is true, there are Seminaries where we would not send a daughter to learn to prepare coffee and bread, unless we wished a tri-diurnal reminder of Socrates' hemlock beverage, and the Jewish Feast of *Unleavened Bread*. But Esther Institute is not one of them.

---

WORTHINGTON.—The Female Seminary has been discontinued, as others in the State doubtless will be ere long. Our public High Schools are becoming so good that private Seminaries find it difficult to secure pupils in numbers sufficient to pay expenses. The Boys' School, a branch of Kenyon College, under the care of Rev. Mr. Ruth, has made a beginning, which promises a successful future.

---

DELAWARE.—Few towns in the State have done less to secure good public schools than Delaware. But a brighter day is dawning. A very respectable school house is approaching completion, and better schools are in demand. The last General Conference having appointed President Thomson and Prof. Harris to other posts, a material change in the Faculty was rendered necessary, and the Trustees appointed Prof. Merrick President; transferred Prof. McCabe to the Chair of Biblical Literature, etc., (previously held by Prof. Merrick;) appointed Rev. W. D. Godman, of Evanston, Ill., Professor of Mathematics in place of Prof. McCabe; and Prof. F. S. Hoyt, of Oregon, Professor of Natural Science, in place of Prof. Harris.

The appointment of Prof. Merrick, as President, is one eminently fit to be made. His devotion to the Institution, and the services he has rendered it, his long experience as an instructor, and his piety and personal worth, all unite to make him the man for the place. In common with others, we regret that Dr. Thomson should have been removed, but we rejoice that he is to be succeeded by one who is familiar with every step of progress in the history of the Institution.

DAYTON.—Our Dayton friends have been having a good time in an Institute of four weeks' length. We understand that there were from 50 to 70 in attendance. John F. Tolan, Esq., of Chambersburg, was President, and Messrs. Crumbaugh, Cathcart, Ellis, Butterfield and Mrs. Stevens were the Teachers. We wish we had space for a brief abstract of the proceedings, which have been kindly furnished us by the Secretary, Mrs. J. A. Gilson. The officers elect for next year are: President, L. Busk; Vice Presidents, A. P. Morgan and J. A. Gilson; Secretary, J. Smith.

The following resolutions on the death of Chas. Rogers, Esq., were passed:

WHEREAS, It has pleased Almighty God, in his infinite wisdom, to remove from among us by death, our fellow-teacher and mutual friend, Charles Rogers, therefore,

Resolved, That in his death this Association has been deprived of its principal founder, a self-sacrificing friend and efficient teacher: that the cause of popular education in our county has lost a noble defender, a zealous teacher and faithful friend.

Resolved, That, as our brother was called home in the midst of a life of usefulness, his death and the example he has left us, admonish us to "watch, and to do with our might what our hands find to do."

Resolved, That the members of this Association tender their sympathy and condolence to the bereaved family of the departed brother, who have been deprived of a virtuous and affectionate husband and father.

Resolved, That these resolutions be published in all the papers of Dayton, the *Educational Monthly*, and that a copy be presented to the bereaved family.

BELLFONTAINE.—By the energy and pecuniary sacrifices of a few Teachers in Logan county, a very respectable Institute was held at Bellfontaine during the first two weeks of August. Mr. Shaw, Superintendent of the Bellfontaine Schools, deserves great credit for his zeal in the matter. We hope Logan has been awakened to its educational interests, and will send one hundred subscribers to the *Monthly*.

CINCINNATI.—The Wesleyan Female College will open on the 5th inst. The buildings have been undergoing a thorough repair, being newly painted, papered, etc., and many conveniences added to the rooms. Hon. Robert Allyn continues President, and Mrs. Mary Wilbur, widow of the late President, is to continue in charge of her special department.

The Public Schools commenced on Monday, the 26th ult. Mr. I. J. Allen remains Superintendent. We announced in our last the changes in Principals.

The Cincinnati Female College, formerly in charge of W. S. Burrowes, has been leased to Mr. Nelson Saylor, and will be conducted by Milton Saylor as Principal.

Prof. Eli T. Tappan, late of the Ohio University, has accepted the Professorship of Mathematics in the Mount Auburn Seminary, at a salary of \$1,700 per annum. We are not surprised that the services of Prof. Tappan are in demand, for he is one of our most thorough educators.

SPRINGFIELD.—The High School and Superintendency at Springfield having been discontinued, Rev. Chandler Robbins formerly Superintendent resumes his old post at Greenway; and Mr. Ransom engages in the practice of law, and continues editor of the *Ruralist*. We understand that two new school buildings will be erected this year, to take the place of the eastern building which was greatly injured by a recent storm.

URBANA.—The Institute at Urbana was well attended, and our correspondent writes :

"The Champaign Normal School is in progress at this place, and is well attended. The Principal, A. C. Deuel, Esq., is one of the most efficient and indefatigable teachers I have ever known. He is an accomplished scholar, and pushes the business of the Institution with true Yankee skill. The community is fortunate that it has so zealous an educator in its midst, and one so well qualified for the responsible position he now fills."

---

CLEVELAND.—We are pained to hear of the recent sudden death of Miss Ayer, for several years the first Assistant in the West Side High School. She was a graduate of Mt. Holyoke; a young woman of rare accomplishments, and a most successful Teacher. The Principal of that School writes us: "She died of congestion of the brain, one week after reaching her home in New Hampshire. We are nearly overwhelmed at this sad event. She was the most valuable Teacher I ever knew."

---

TOLEDO.—The extensive additions to the High School are nearly completed. A new department, called the Intermediate, is to be established, consisting of the grade of pupils who hitherto have formed the lower classes in the High School. Miss Eastman, late Principal of the Putnam Female Seminary, has returned to the position in the High School which she so acceptably filled previous to going to Putnam.

---

LEBANON.—We do not refer to the seat of Druse and Maronite massacres, the Syrian Lebanon; but to that "goodly Mountain and Lebanon" which is the county seat of Warren; where Tom. Corwin lives; and where many other less funny but better looking men live; and where our friends Holbrook, Henkle & Co., carry on a prosperous Normal School. Well, we have thence received the following resolution with a request for its publication, which request we cheerfully grant. We endorse all that the resolution says of Mr. Royce.

"Resolved, That as we have nearly completed a course of instruction under Mr. Chas. S. Royce, we do with pleasure tender to him this unsolicited testimony to his admirable skill, and our earnest thanks for his faithfulness and patience; and we cordially recommend him to all who wish to enjoy a similar course.

"Signed by the members of four classes, containing eighty of the pupils of the Normal School."

---

MONTGOMERY COUNTY.—There is war there, as the following resolutions indicate:

"WHEREAS, We, the members of the Montgomery County Teachers' Institute, have learned with deep regret, that the majority of the Board of Examiners (Messrs. Batchelder and Hartman) from private pique and personal animosity, have positively refused us an examination at the close of the Institute, although such privilege has been granted to us for the last ten years, therefore

Resolved, That we, as an Institute, frown upon this unusual attempt of despotism, regard this obstinate refusal of a merited privilege as an insult to our body, and commend the above named members of said Board to the righteous indignation of the Teachers and friends of education in this county.

Resolved, That the notorious incompetency of said members enters largely into the list of grievances visited by them upon the members of this Institute.

Resolved, That we recognize the right man in the right place in the appointment of J. B. Irwin as a member of the Board of Examiners, to fill the vacancy occasioned by the death of the lamented Charles Rogers. That we believe we have in him a gentleman of undoubted scholarship and intelligence, and one possessed of a high sense of justice; that we hail his appointment as a step onward and upward, as the harbinger of a day not far distant when a *trio* of such men shall constitute our examiners."

---

NEWCOMETOWN.—Mr. C. Forney has been appointed Principal of the Schools.

RIPLEY.—We understand that Mr. Ammen, Superintendent of Public Schools for three or four years, has declined the post for the ensuing year. We have not heard who will be his successor. Mrs. White, one of their very best teachers, and one who commenced with the inception of the Union School system there, has resigned and removed to Columbus. Miss M. M. Erwin, another of the first teachers, has been ruthlessly severed from the schools by a husband. We have many kind recollections of Ripley—but how changed are the schools in a few years!

---

MR. R. W. STEVENSON, of Dresden, has been appointed Superintendent of the Public Schools at Norwalk.

---

JEFFERSON.—Mr. Orville D. Howe has been appointed Superintendent of the Schools in Jefferson, Ashtabula county.

---

CANAL DOVER.—Mr. O. B. Walling has accepted the Principalship of the Public Schools, in place of Mr. J. C. Cummings, resigned.

---

PENNSYLVANIA.—Samuel P. Bates, author of "Institute Lectures," has been appointed Deputy State Superintendent of Schools. The State Teachers' Association was held on the 7th and 8th ult. at Greensburgh. The *Educational Record*—a spicy school paper published at Lancaster—says "it was attended by a tolerable large body of Teachers." It is well that the body was not in—"tolerable large." The *Pennsylvania School Journal* has recently assumed a greatly improved appearance. It is a valuable periodical. The *Educator*, edited by the Rev. Samuel Findlay, formerly of Ohio, is one of our best exchanges. We have honored the pages of our present number by a selection from it. It is published at Pittsburgh. There are eight educational periodicals now published in Pennsylvania. Good for our native State! Heaven bless her; she needs it.

---

NEW YORK.—We do not know much about the Empire State. Brother Cruikshanks, why do we not receive the *Teacher*? We need it, and shall send on our \$ if we can not get it without. Does not the *Monthly* reach you regularly?

---

MASSACHUSETTS.—Governor Boutwell has tendered his resignation of the Secretaryship of the State Board of Education. Among the candidates for the office are George B. Emerson of Boston, and H. K. Oliver of Lawrence. The *Teacher* well sustains its high reputation.

---

MAINE, NEW HAMPSHIRE AND VERMONT.—We find little in the August number of their educational papers of which to make notes; but they are bound to the Buckeye State by a thousand strong cords. We venture to say that not less than one thousand of their worthy sons and daughters are now employed in the schools of Ohio. And they are among the best teachers that we have. Many of them are graduates of Colleges and other schools of high character. We are blessed by their coming, and desire more of the same quality.



CONNECTICUT.—“The land of steady habits” is making great advancement in the way of Schools. Mr. Camp, State Superintendent, is a capital educational engineer. The corporation of Yale College have elected Prof. Elias Loomis, of the New York University, to the Chair of Natural Philosophy and Astronomy, made vacant by the death of Prof. Olmstead. The examination for admission thus far indicates a Freshman class of nearly 200. The degree of Bachelor of Arts was conferred (at the late Commencement) on 108 members of the graduating class, the degree of Master of Arts upon 46, that of Civil Engineer upon 1, and that of Bachelor of Laws upon 8. The degree of LL. D. was conferred upon President Felton, of Harvard University. A noble building for the Yale College Scientific School is on the point of completion at New Haven, at a cost of \$50,000—the entire property being a gift from Joseph E. Sheffield, Esq.

---

THE COLUMBUS REVIEW OF MEDICINE AND SURGERY. W. L. McMillen, M. D., Editor. Vol. 1, No. 1. August, 1860. Columbus: Follett, Foster & Co.

Judging from the initial number and from personal acquaintance with the talented Editor, we doubt not the *Review* will be one of the most valuable periodicals of the kind. Terms:—\$2 per annum.

---

## Official Department.

---

### CIRCULAR TO COUNTY AUDITORS AND BOARDS OF EDUCATION.

OFFICE OF STATE SCHOOL COMMISSIONER,  
COLUMBUS, O., August 13, 1860. }

GENTLEMEN:—The contract for supplying the books for School Libraries, required that said books should be ready for distribution by the first day of July. Unavoidable hindrances have retarded the business for a few weeks. The books will go forward early in September.

In making the selection, I have been assisted by many gentlemen of our State, and I am confident that the works chosen will meet the necessities and acceptance of the people. You will notice among them a liberal proportion of books prepared with special reference to children and youth. They are well bound, and will reach you in good condition.

TO THE AUDITORS OF COUNTIES, I have to say that the whole expense of freight, cartage, etc., is to be paid by the contractors for binding—Messrs. Moore, Wiltach, Keys & Co., of Cincinnati. Should any of you find that there are charges of any kind upon the cases which you receive, you will please address said firm. I trust that in no instance you will find it necessary to duplicate books to any library, as special pains have been taken to prevent such necessity. If possible, the books should be sent to the townships previous to September 17th, when the Boards of Education will hold their semi-annual meetings. If you can do so, it will prevent the necessity of special meetings.

The volumes sent to complete sets, you will please be careful to appropriate to those libraries which received the former volumes of the same works last year.

TO BOARDS OF EDUCATION I repeat the instructions given in my circular concerning libraries, dated April 6th, 1859. There are ten or twelve large towns whose proportion of the library fund is greater than the amount which they, individually, will receive by this distribution. The balance will be made up to them, within a few weeks, by a supplementary distribution. The Boards of Education of these towns will soon be addressed in regard to the books which they desire to purchase, or have purchased for them. The balance which will be found due to each will then be stated.

You are aware that our library law has been repealed; and this is the last distribution of books which you will receive from State funds.

Desirous of the preservation and useful employment of the libraries under your charge, and apprehensive that the repeal of the law may lead some of you to undervalue their importance, I beg leave to make the following suggestions:

1. When you shall have received the books about to be apportioned, you will have your respective shares of the distribution of five years. But few of your townships will have less than one hundred dollars' worth of books; and the average amount will be as high as two hundred and twenty dollars; and at retail rates, more than three hundred dollars. Each library, therefore, is of sufficient value to command your best efforts for its proper care and use. Should no more books be added to it, it may, for years, be made highly useful.

2. But I wish to recommend to your consideration the importance and practicability of increasing the number of books in all your libraries. Should there be no further public provision for this purpose, there will be many ways and means for procuring books. If you shall manifest the purpose to make the libraries under your care permanent, and if you shall make and execute all necessary rules concerning their management and use, many will be encouraged to contribute either money or books for increasing their value and interest. By a little effort on your part, thousands of dollars can thus every year be secured for this purpose.

Again, by means of school exhibitions and concerts, and by fairs and festivals, funds can be provided for the purchase of books. There are many villages and townships in the State, in each of which from fifty to one hundred dollars can be raised annually by such efforts.

Once more, these libraries will furnish a suitable place for the deposit of the important public documents, which your members of Congress and the General Assembly will frequently send you. Various benevolent and agricultural societies will doubtless furnish you with their reports.

By these, and by other means, your libraries may increase in value and interest, and prove lasting blessings to the people of the State.

I am aware that many of you deeply regret the repeal of our State library law; but it will be the part of wisdom for all of us to make the best of the case as it now stands. Many believe that the law recently repealed, will be re-enacted within a short time. This, in my opinion, is doubtful.

Yours, truly,

ANSON SMYTH, Commissioner.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

---

OCTOBER, 1860.

---

Old Series Vol. 9, No 10.

New Series, Vol. 1, No. 10.

---

THE CULTURE OF THE WILL.\*

---

BY EDWARD H. ALLEN.

---

I postulate, what you all readily grant, that Education as an art has for its end the harmonious maturity of all the powers of which man is the possessor, and includes among its means every manipulation which may give to a latent ability any greater efficiency in harmony with the healthful growth and maturity of any and every other ability. Name any power attainable anywhere in the wide sweeping compass of man's complete maturity and you have named an object recognizable and to be recognized in a complete system of tuition; you have named an inheritance due every human soul as its inalienable birthright, an inheritance towards the full and peaceful possession of which the thoroughly scientific teacher is taking his pupils day by day.

Prominent among the powers possessed by man is that mysterious one, the power of determining his own actions; a power, the right exercise of which turns all his activities into blessings, the wrong exercise of which turns all his activities into blastings. When the Soul is engaged in exercising this power, it is, for perspicuity's sake, called the will; and whenever the word will is here used, we mean by it the soul of man, or man, acting in the exercise of this power, man as engaged in determining his own actions.

\* The substance of a Report to the State Teachers' Association at Newark, July 6th, 1860.

There are three possible conditions of will; first, one in which all actions are determined by the passing whim; second, one in which all actions are determined by what to the eye of a selfish interest promises then and there to pay; third, one in which these actions are determined by the law divinely written within. In every human being some one of these modes of determining actions is dominant; and, when you have ascertained which one is thus dominant in any given case, you have the key note to all that man's thinking and doing. A struggle against the dominancy of the first method forms the real warfare and struggle of life, and the securing of the dominancy of the third method is the victory of victories to every laboring, sorrowing son of Adam.

Notice the significance of the distinction. Whatever may be our accepted dogma as to the condition of man at the instant of birth, whether we consider his instinctive desires turned downwards towards evil, or upwards towards good; whether we think him a foregone sinner through a determination of activity contemporaneous with Adam's memorable transgression; or as born sinless, since the determination of activity is the only avenue by which guilt can enter the soul, and all such determining must of necessity be post natal, and yet as born full of an whole army of desires reaching out after evil, by which he is historically certain to be immediately subordinated; or, whether we think him born sinless and open by his constitution to good rather than evil, but yet open to the possibility of sin under the abounding solicitations of a woebegone and wicked society:—whatever, I say, may be our respective beliefs as to the mode and circumstances of man's initiation into life, on three points we must all agree, as truths demonstrable and daily demonstrated by your observation and mine; first, that at the age when children become subject to the Teacher's control they are full of impulses towards wrong feelings and wrong actions, as well as of impulses towards good feelings and good actions; second, that all these impulses demand gratification, and strongly reluctate either restraint or denial; and third, that this powerful pressure of impulse towards its gratification destroys or minifies every consideration that seeks its obstruction or destruction. This is the condition of the will antecedent to culture; and, without interfering culture, this condition flexible in childhood, indurates in due course of time to an inflexibility that

refuses any modification whatever. In the dominance of this condition all the actions of a man are determined by ephemeral, and often, very often, unrighteous impulses, varying as these vary, the soul whirling itself onward from action to action, heedless of all law or restraint, the instant executive of any and every transient caprice. This great ocean of life has no trade winds sweeping across its unquiet surface, by which a rudderless ship may still hope to reach its premeditated goal; but without other guidance than the fitfully changing and lawless winds of impulse, it must drift hither and thither upon a billowy deep, whose shores or harbors it can never reach; drift on day after day, night after night, till some monster below the surface shall suddenly, without warning, draw it downward, or the storms and rains and beating waves in their slow but sure conspiracy have eaten out its strength; and eyes on the other side in eager expectancy wait for it in vain. When the will has indurated into this condition, the man is ungovernable, a failure in himself, and in his daily actions a constant outrage upon the interests of society, and there is nothing left for him but prison walls or a hempen cord.

Whenever any soul is not in this condition, and by daily continuance therein becoming more and more indurated, less and less flexible to any attempt at culture, less and less possible of radical change, it is because it has laid down for itself more or less perfectly some law in accordance with which it will gratify, restrain or deny these impulses. Upon the final analysis there are but two fundamentally distinct laws possible, and every lawful gratification, restraint, or denial, of impulse is in obedience to one or the other of these two fundamentally distinct laws. Obedience to law makes government, and whenever the determinations of the soul are duly obedient to some law as distinguished from the lawless dicta of impulse, the man is governed, and governed in one of two ways, according to the character of the law to which he is obedient. This law may be *objective*, or it may be *subjective*. Worldly-success is the objective law, and the restraints are those and only those, it dictates; it is honesty where honesty is the best policy, and only so far as it is thus seen to be; it is what to the eye of a selfish interest promises to pay, and the restraints are such, and only such, as promise to be paid for. As the prospect of payment varies, so varies the restraint. The subjective law is

based upon an intuitive perception that there is throughout this great Universe such a thing as the Right; that the self-conscious, God-imaged soul of man is addressed by an imperative into which the thought of self-interested receipt of payment enters not; this imperative, this vocalization of right, with its "thou shalt" and "thou shalt not," is the subjective law.

Under either of these laws we have government; but how different! The first is government from without; it is the harness by which society drives all those thus governed free from any outrage upon its freedom, or into such service as may promote its interests; it is irrational brute government; your horse, your ox, and your dog understand it all; they obey from the same motive, are governed by the same law; it is the lower law. Obedience to the subjective law is government from within; self-government; it is the high prerogative and inheritance of man made in his Creator's image. That he recognize this law and its dicta of restraints; that throughout each passing moment of his life, in daylight and in darkness, along the highways of earthly prosperity and the narrow byways of earthly adversity, in the outer courts where all the world may see, and in the inmost court of private thought and feeling and fancy, that Holy of Holies which only One other can ever enter; that through every utterance of each force determinable by him, he walks in constant obedience to this law so ineffably wrought into his constitution, is an essential part of his perfection, essential to his complete realization of the final purpose of his being.

This is the significance of that distinction of will noticed at the outset, whereby we distinguish it into three possible modes of manifestation in the human mind; first, where it exists without law; second, where it manifests itself according to the law of selfishness; the third, where it manifests itself according to the law of God. The first leads to inevitable and total ruin; the second reduces man made in God's image into man made into the image of the irrational brute; the third is the maturity and perfection of God's image in the soul, the complement and fulfillment of rational life.

As these three modes of manifestation are possible to each human soul, so each human soul finds itself at times inclining towards each one of these modes of manifestation, and towards

which one the inclination will be most frequent and strongest in its impelling power, is determined by that general law which determines the frequency and power with which the human mind manifests itself in any of its manifold lines of movement, the general law of action. Action is the absolute condition of growth in the mind, and it is necessarily involved in the very fact of the mind's existence that it exist in some form of manifestation with reference to every activity possible to it, which manifestation is action in its very essence. Not only, therefore, is action in a given direction an absolute condition of growth in that direction,—but action in some direction is necessitated by the very fact of being. As elsewhere, so here with the will, this great law of action is the law, the only law, by which we can move the will into a manifestation of itself by one of these modes rather than by the other; and a lever, which here as elsewhere, by the very necessity of being is moving the will into the dominancy of some one or other of these modes of manifestation.

Since these things are so; since self-government as thus defined is a prerogative of our manhood and therefore essential to our maturity; and since the absence of government is such a total demolition and wreck; if our postulate be true, it is the Teacher's business, a responsibility he cannot guiltlessly elude, to so treat pupils as to secure within each one such a condition of will as constitutes government, and such a government as will be auxiliary to that perfected condition of will, which we have here called self-government. In every one who walks not in daily obedience to this Higher Law there is something lacking; he is by so much the less a man; each teacher should so train the souls entrusted to his keeping that with them this inestimable something be not lacking. How can this be done? What are the essentials to a school government which involves this healthful training of the will?

Generically, the answer is short and exhaustive. The instrument, action, is the very same by means of which every other power of the mind is developed. The general directions for its use are not hard to get at, the facts thus far discussed being a part of our knowledge. Let the pupil be placed so that he may have both opportunity and invitation to manifest his determining power in accordance with the higher law; let the opportunity and invitation be adapted to the condition of the pupil at the emo-

mencement of these manipulations, modifying the opportunity and invitation as the teacher's corrected view of the pupil's condition or the subsequent change of that condition itself may require; let the pupil be thrown into noticing contact with the sentiments of one or more persons obedient to this law, and be surrounded by the thousand forms of suggestion and comment, for which the daily events of the school furnish occasion; and let his own daily conduct be spoken of and treated so as to lead him into a clearer and readier application of the generic law of Right to special cases, and into a deeper appreciation of that full meaning of the Right which presses its behests as beyond all barter or compromise.

No teacher, I must most modestly submit, is likely to be successful in this valuable culture, who out of the foregoing knowledge of the mind and this general statement cannot evolve for himself the special manipulations of every case that may come within his touch; because no mere mechanical imitation of another's work can suffice, each manipulator must himself know, not from hearsay, but from personal knowledge, what it is he is handling, and he must himself know the normal consequences of every manipulatory stroke. Here, therefore, properly ends the purely logical discussion of this subject; but I will add a few random remarks.

Remark First. The teacher should be one in whom this third condition of will is dominant; one who is self governed.

The influence of a teacher upon pupils is two-fold; it is partly of what the teacher deliberately and consciously does in their presence because of their presence, and partly of what the teacher is in his own essential interior character, below his own outward presentation of himself, below, it may be the case, below even his own knowledge of himself. What he really is, what he is to the eye of Omniscience, whether he knows himself to be so or not, will find its own peculiar and appropriate manifestation, whether he deliberates it or not. Be sure that the condition of being, which is uncorrected in the private indoor life of the teacher, the wrong thoughts or feelings or fancies, which are indulged in the solitary privacies of the soul, and are never intended for outward manifestation, do have an utterance, subtle it is true, but yet fearfully effective in modifying and moulding the character of pupils. Not



only must pupils have no single outward act, whereby they can consciously and deliberately know the dominance of any other condition of will; but they must also have that pervading and indubitable sense, that subtle mesmeric knowledge of self-government in the teacher, which restrains, incites and guides, building up into shape the subtlest and most vital forces of the soul. Just as the teacher falls short of being this, just so much obstruction lies in the pathway of pupils striving towards this perfection of will.

Remark Second. Notice that it is not in judgments relating to what is purely intellectual, that this power of will is, or can be, effected.

The intellectual labor assigned a pupil, whether as to quantity or quality, is to be determined by the teacher, and the value of the work when done is to be assessed by the teacher, never by the pupil. This assignment should be such as the spiritual pathology of the pupil naturally demands; and this should always be demanded, should never be relaxed or excused otherwise than as nature relaxes and excuses. No excuse for omitted or imperfect lessons should, under any possible contingency, as it seems to me, be the law of any school. There is no excuse in nature for the violation of any of her requirements; there is no excuse in life for a failure to meet any of its requirements. In life the man who is sick has no immunity from the natural consequences of that sickness upon the amount of labor done or his own resultant unfitness for labor; and in the school, however providential and far beyond the reach of the pupil the intervening cause may be, as a fact the work was not done, was lost just as effectually by a providential illness as by a willful truancy; and I can see no law in right reason whereby the teacher is permitted to make any record of the intellectual standing of the pupil in the one case diverse from that in the other. The recorded valuation of any pupil's work should represent the actual intellectual results, and this it is the teacher's business to determine, and no other man's.

Remark Third. The conduct of pupils in a recitation room or a reciting class is not that which is to be so handed over to the keeping of pupils that the teacher should be debarred from authoritatively making any exaction which may gratify his own sense of what is best then either in form or substance. A sound rational

judgment would assert that inasmuch as the only possible purpose of that interview was either to extract by way of gymnastic drill some training or to communicate some information, and that the very nature of the interview involved as a necessary implication that the teacher, by the very act of becoming his pupils' teacher, was constituted then and there the sole determiner of what was to be given by way of drill, and of what was to be received by way of information, which drill they were bound in reason to give cheerfully and fully, to receive such information attentively and with just sympathy. This rational judgment we regard as sufficient for the government of matured persons in a lecture room or concert hall; but with children we cannot safely make a formal withdrawal of the lower law from the recitation room. We can, and in every rationally governed school we do, so far sympathize with rational self-government, as to hold our lower law and its brutal penalties in as remote an abeyance as the circumstances of the given case will permit.

Remark Fourth. The conduct of the study room, or the pupils as engaged in study, is the proper subject of entrustment to the pupils' keeping. Here they are in fact or in form withdrawn from the immediate notice of the teacher, who is supposed to be otherwise employed. The very fact of this withdrawal furnishes an easy and natural avenue to the feeling that they are now left alone with their own spirits and their own work. The more strongly they can be made to feel the natural course and termination of this pathway of withdrawal, the more thoroughly they can be made to feel that in departing from the social employment of recitation they are departing to a solitude of study, the more completely has the real disciplinary significance of that change been caught.

Remark Fifth. It would seem entirely unnecessary, did not observation prove its abundant necessity, to say that all the requirements of a school should be fairly within the possibility of execution; that they should not be so special and minute as to furnish occasion for unhealthful quibbling, but such general requisitions as may commend themselves to the intelligence of the pupils and leave something to their judgment; and that front and foremost of all, they should be accepted and promulgated as necessities supreme over both teacher and pupil, and to which the teacher should hold himself obedient with rigid exactitude.

Remark Sixth. The conduct of pupils in the study room, or as engaged in study, being the proper subject of trust, the pupils should understand what requirements of conduct are, in the teacher's judgment, then and there rationally necessary to success. Nothing should be inserted into these requirements which is so inserted merely to gratify the particular fancy of the teacher, in however good a taste that fancy may be. What is absolutely essential, in a rational scientific study of the problem, to the success of the pupils in study-work, not at all what might please the teacher's fancy or flatter his pride, is what is to be required; and nothing is to be demanded that transcends this rational necessity, To illustrate; the total prohibition of communications in a room devoted to study is not an essential to success. To be sure communicating is a privilege, the use of which in the vast majority of cases turns to flagrant abuse, and prudence presses strongly her demands for its total prohibition. Yet a carefully formed judgment would decide that use is not by rational necessity abuse, and that it is abuse and not use that is to be prohibited; honest use, not total disuse, is the thing to be required.

Further: that the teacher should honestly judge these requirements rationally necessary is not sufficient, the pupils themselves must recognize the correctness of that judgment, recognize it not by outward assent only, but by that inward conviction which will necessitate an honest desire for allegiance. Whenever any requirement rationally necessary in the teacher's judgment is not recognized as such by the pupils, either it must be abandoned until the pupils have been sufficiently matured to recognize its necessity, or the amount of conduct entrusted to their keeping or the mode of its entrustment must be modified as this judgment of the pupils may require. To illustrate: it is rationally just, and also necessary to the greatest success, that any conduct manifesting a chronic disregard of the interests of the school should be reprobated by the pupils themselves, that such conduct should be voluntarily reported to the party charged with the authoritative protection of the interests of the school, whenever such reporting is necessary for its correction and abatement. I do not mean the ready secret tattling of any and every impropriety that may be committed by any pupil, but the prompt and public communication of any conduct on the part of any pupil which manifests a

willing disregard of the interests of the school, or a persistent outrage upon its proprieties, so that any one habitually and willfully outraging these interests may know that the others will not shield him from discovery, will not by their silence encourage any such wanton persistence in overriding what to thoughtful and wise pupils constitute their real interest and their most solid joy. This is essential, in my judgment, to the highest success, is really demanded by a thorough and entire allegiance to truth and justice, and the absence of it fosters an undervaluation of the imperative supremacy of truth, and a weak-kneed, shambling, reluctant allegiance to any requirement of justice that cuts through those entanglements of sloth, selfishness and prejudice now growing so luxuriantly in our social system; and yet seldom, I suspect, will you hereabouts find a school, the majority of whose pupils will sincerely recognize and live out any such responsibility; it is then the worst of folly to require it of them. The first point to be gained is to secure on the part of the pupils fidelity to such truth and duty as is plain to them; and this, as the wisdom of all the ages so clearly teaches, is the only way in which the truths that now lie hid from us can ever be made visible. Truth, like the fabled Diana, unveils her beauties, not to the idly curious, but only to sincere and believing worshippers.

Remark Seventh. This entrustment of the study room to the guardianship of the pupils prevents the teacher from treating any misdemeanor performed there otherwise than as a breach of trust, and the strongest notice of any such misdemeanor possible is the withdrawal of this trust; no other punishment than this is accessible. He may do much by friendly conversation to awaken thought, encourage honest effort, and deepen desire; but beyond friendly advice and entreaty he cannot go, so long as the trust is continued. And much of the success of this department of culture depends upon the manner in which offenses without the range of this trust are treated. The precise character of any such wrong doing should be thoroughly apprehended by the teacher, and carefully laid before the pupil, before any infliction of punishment; and all punishment should be administered as necessary to the offender's own proper growth, a necessity as imperative upon the teacher as upon the pupil. "I do not understand the psychology of the case," said a teacher once in my hearing, respecting a mis-

demeanor he was about to punish. He could hardly have crowded into one short sentence a statement more thoroughly demonstrative of his own unfitness to punish that offender. Only when he does understand the "psychology of the case," only when by joint observation and introversion he has possessed himself of the mental movement of the offender in the very act of offending, is he prepared in true friendly guidance to treat with the wrong doer, only then is he fitted to give the discipline then and there needed. The wrong act was either known as such when done, or was not so known. The second case needs instruction merely; in the first case, the act is already condemned in the offender's own private thought, and the teacher's business is to bring that condemnation out into full and appropriate recognition upon the pupil's part, and to fasten it in his memory, to bring the pupil into a steady, prolonged vision of his own act, its origination and its real consequences, and then to lead the offender into that disciplinary treatment that will be the proper safeguard against repetition.

Remark Eighth. For the benefit of empiricists, I will read the following account of an effort to secure culture of will in a school taught by a friend: "In April, 1856," writes this friend, "the pupils of my High School were assigned seats in a room specially devoted to study; no recitations were to be heard in it; no teacher was to be stationed in it; the order of the room was to be such as they chose to make it. In accepting this arrangement, each individual pupil was regarded as personally pledged to a sincere, hearty and unintermitted effort to secure on his or her own behalf perfect propriety of conduct. It was understood that each pupil was personally responsible for his or her own conduct, and was expected at the close of the day to give a report of his or her own behavior, as minute as the Principal might require. No monitors were appointed, no monitorship allowed, no espionage of any sort permitted. It was a complete, sincere and unreserved entrusting of the whole control and order of the room to the pupils. The Principal or an assistant was usually present at the opening or at any dismissal, but not always; they have sometimes opened school without a teacher present, sometimes dismissed themselves without any such assistance. I once left a school room with its teacher, to visit an adjoining room, the teacher remarking as we passed through the hall, that the scholars left behind were in as

perfect order as though he were present. 'How do you know?' I asked him. The reply was, "they are watched." In our school there was no watching at all. Even in the reception of evening reports care was taken to avoid saying or doing anything which would in any way render the good order and propriety of the room other than a voluntary and self-sustained one. As said above, the trust was complete, sincere and unreserved. Teachers endeavored to be observant of the whole manner of each pupil in the recitation-room, and inferred thence what they could; but the study room was the pupils', and they were left there unwatched with whatever integrity and self-control they already had, and with the hope that they would learn the worth of more. Some who failed to learn any such thing, who gave no fair promise of improvement, were removed from the room and placed under surveillance, all such cases usually exposing themselves sooner or later.

"There are three questions, which if answered truthfully in the affirmative, would seem to show the experiment not a failure. Do these pupils improve in scholarship as rapidly and thoroughly as when studying in a room where a teacher is stationed? Do they generally improve in their ability and disposition to do their whole duty so far as that room is concerned? Do they all together, new and old, secure such a degree of propriety and order in the study room as to enable ordinarily industrious students to do their work comfortably then? The first question can, I think, be answered with truth in the affirmative; in regard to the other two, I am assured by pupils whom I have consulted since the close of the last term, pupils in whose veracity I have confidence, that they also may be answered affirmatively with truth. I have never supposed the order of the study room as good continuously as it would be were a strict and watchful teacher in the room; but I am led to believe it better as a whole than it would be were some one stationed there who was not strictly watchful, one who was not decidedly above the average in this respect."

So much for actual experiment. I have frequently had occasion to enter this school, and believe the foregoing account to be substantially correct.

It is a great work, to train the perception to increased delicacy and correctness of action, so that fewer and fewer observable facts,

however minute, elude its grasp; it is a great work to train the memory so that it may retain in clearer form and more accessible order a larger number of impressions; it is a greater work to invigorate the logical powers of the mind, so that we may discover more quickly and tread with greater firmness and ease those aërial pontoons of thought over which we pass to undiscovered territories of truth; but how much grander a work is it to bring out into security of power that capability of self-government which is to guide all these other forces in harmonious union towards the completion of the soul's high purpose, to secure for the soul this central condition of its ultimate success.

---

#### EXTRACTS FROM THE RECENT REPORTS OF M. D. LEGGETT, ESQ., SUPERINTENDENT OF THE ZANESVILLE PUBLIC SCHOOLS.

TEACHERS.—Upon the proper selection of teachers, more than upon everything else, depends our success. Whatever may be the merits of a school system, and however correct and complete may be its classification and course of study, yet if the immediate government and instruction be not intrusted to competent teachers, the system must prove a failure. Mere scholarship cannot constitute competence.

One of the first qualifications requisite, is a maturity of judgment that, in general, is only found with mature years. A mere school girl is not fit for a teacher. There is no doubt but in some instances we have employed persons too young for the positions assigned them, and have thereby tended to shake the confidence of our citizens in the schools. To properly manage and teach a school, the teacher needs to understand the *children*, as well as the subject-matter to be taught. And to correctly understand children, to know their capacities and susceptibilities, to understand their temperaments, and the best mode of influencing them, demands a knowledge of the world, of men and things, and of human nature, to an extent seldom attained except in mature life. I doubt whether one person in fifty, though possessing sufficient scholarship and all the requisite natural qualifications, is fit to take charge of a school before twenty years of age.

Too much importance cannot be attached to the characters and principles of teachers. Their principles should be rigidly correct, and their characters unspotted in their purity. Their characters and sentiments, though never expressed in words, will magnetize the whole school with their mysterious power. It is not enough that teachers have no bad habits, that they be free from active vices, that they possess merely negative morality; they should have such a delicate consciousness of their responsibility as will induce in them positive morality, and will cause them to take a deep and active interest in the moral culture of their pupils. A teacher should possess a uniformly kind and generous disposition, entire self-control, an agreeable and affable personal address, and yet be energetic, determined and thorough.

Again, teachers must have their hearts in the work. Those who teach only for pay, who go reluctantly to school in the morning and are impatient for release at night, have no business to assume the responsibilities of teachers, and will prove a curse to any place that gives them employment.

**MORAL INSTRUCTION.**—In this important department of instruction, it is to be feared, we are most defective. There is an unnecessary and improper delicacy about approaching this subject. The fear of introducing sectarianism, has led us to neglect giving proper instruction in sound morality; and I have been pained in a few instances with the remark from some of our teachers, that they regarded their duties performed, when they sustained good order in the school-room and faithfully taught the branches required. A child loves before it reasons, and exhibits violent anger before it speaks. Its moral powers are active long before its judgment distinguishes between right and wrong. The study of Arithmetic will not make a boy honest, a knowledge of Algebra will not enable him to restrain his wrath. Natural Philosophy gives him no control over his appetites and passions. An acquaintance with Astronomy does not lead him to acknowledge his responsibility to a Higher Power; and Botany gives him no purity of heart. It is worse than folly to say that moral instruction should be left to parents and Sunday Schools. Very many children never enter a Sabbath School, and have no parents capable of checking their waywardness; and yet society has a deep interest in their proper moral training. A child's moral nature is



nowhere so rapidly developed for good or for evil, as at school. What parent has not noticed the rapid change a child's thoughts, feelings and habits undergo soon after entering the school-room. A large and promiscuous assemblage of children forms a hot-bed in which the moral nature is pushed forward into an astonishing and rapid growth, and unless the teacher watches with the most assiduous care, and guides with the most apt and wise counsel, noxious vices will get a depth of root and a strength and vitality which no parental solicitude can arrest nor Sabbath School instruction eradicate.

There is a wide field for moral instruction without any approach to denominationalism. Teachers may daily and hourly use their best endeavors to impress on the minds of children committed to their care, the principles of justice, a sacred regard for truth, love for their parents, a love for their country, humanity and universal benevolence, sobriety, frugality, moderation, self-control, and many other virtues, which are necessary not only for their personal usefulness and happiness, but for the welfare of society and the State. They may point out the ugliness, and impress on children the wickedness, of lying, disobedience to parents and others in authority, disrespect to age, meanness of spirit, extravagance, intemperance, revenge, and many other vices that mar human character and render their possessors unhappy and unuseful, and endanger the peace of society. They may teach good manners, gentility, and all those personal graces which tend to refine the feelings, cultivate propriety, and awaken a proper sensitiveness against impurity and wrong. They may cultivate a high sense of honor, true manliness, courage to do and defend the right, and a spirit of toleration. All this, and much more, can be done without encroaching upon forbidden ground.

I felt keenly the justice of a rebuke administered by the lamented Father Montgomery a few months before his death. While conversing with him in reference to the attendance of Catholic children at our Public Schools, I said to him, that I did not think upon careful investigation he would find anything in the character of our instruction to which his people could object. He replied, "we don't so much object to teaching the Protestant religion, as we do to teaching *no* religion."

The argument upon which is based the justice of taxing the rich

to educate the children of the poor, is that the public good, the safety of persons and property, the peace and prosperity of the State, demands the education of all the children of the State. But mere intellectual culture never rendered the rights of persons or property more secure, nor contributed to the real safety or advancement of any community. Education, to be of public benefit, must have reference to man as a social being, a member of community, a part of the State, a moral, accountable creature. It must look to the formation of character, and the foundation of character is laid in the moral nature, and it will be good or bad as that nature is properly or improperly developed.

Before the establishment of public graded schools, our large towns and cities were filled with parochial schools, where much attention was bestowed upon moral and religious culture. These schools have nearly all been broken up by the superior advantages offered for scientific attainments in our public schools; and unless the public schools supply their place in giving a proper moral training, they will ultimately prove a curse rather than a blessing.

In reference to this department of the teacher's labors, the Board should demand much more and see that much more is accomplished. I do not mean to intimate that our teachers are "sinners above all others" in this matter; for I believe, as a body, they are fully up to the teachers of any city in the State. The neglect of which I speak is a part of the educational spirit of the age, and calls for immediate correction. Many of them have labored faithfully and successfully in the moral training of their pupils, but too many others have not seemed to acknowledge its importance.

SINGING.—At the commencement of the school year, there was a very general demand from parents for instruction to their children in vocal music. In acceding to this demand, and furnishing a teacher in this important department of instruction, the Board have conferred upon the children of the city, a blessing, the value of which is not easily computed. It is rare to find a child who does not love music, and equally as rare to find one who cannot learn to sing. If care is not taken to teach children proper music, with appropriate words, many of them will pick up the low and vulgar songs of the street, and sing them to their own degradation and the pollution of those with whom they associate. Sing-

ing adds wonderfully to the interest of the school; it is a relief from the fatigue of study and recitation, and a powerful aid in governing and managing children. It keeps both pupils and teachers better natured, and greatly cheers them in their monotonous labor. The children have taken hold of this exercise with commendable zeal, and have made great proficiency. Almost every pupil in the Primary and Secondary Schools has learned to sing; and some of them with an artistic skill quite wonderful for the time they have been practicing.

**VISITING THE SCHOOLS.**—Our schools have been very generally visited during the past year. From records kept by the teachers, I find the number of visitors foots up as follows:

Number of visits from Board of Education, . . . . .	230
“ “ “ “ Superintendent, . . . . .	1165
“ “ “ “ persons not connected with schools, . .	2949

One hundred and sixty-one of the Board's visits were made by the President. Nearly all of the visits from persons not officially connected with the schools were from parents. None but parents who have tried the experiment, can fully know how much their children are benefited by these occasional visits. The children whose parents often visit the school, never play truant, seldom require reproof, and generally advance rapidly in their studies. If the parents whose children frequently have trouble at school, would themselves often visit the school-room, and in a friendly manner confer with the teacher, in a very large majority of cases, the troublesome pupil would become dutiful and studious.

**HOW TO RETAIN A GOOD FACE.**—A correspondent of *The Home Journal* has some good ideas on the importance of mental activity in retaining a good face. He says:

“We were speaking of handsome men the other evening, and I was wondering why K. had so lost the beauty for which five years ago he was so famous. ‘Oh, it’s because he never *did* anything,’ said B.; ‘he never worked, thought, or suffered. You *must* have the mind chiseling away at the features, if you want handsome middle-aged men.’ Since hearing that remark, I have been on the watch to see whether it is generally true—and *it is*. A handsome man who does nothing but eat and drink, grows flabby, and the fine lines of his features are lost; but the hard thinker has an admirable sculptor at work, keeping his fine lines in repair, and constantly going over his face to improve the original design.”

## Selections.

---

THE SPLENDOR OF DAMASCUS.—Damascus is the oldest city in the world. Tyre and Sidon have crumbled on the shore; Baalbec is a ruin; Palmyra is buried in the sand of the desert; Nineveh and Babylon have disappeared from the Tigris and Euphrates; Damascus remains what it was before the days of Abraham—a centre of trade and travel, an island of verdure in a desert, “a predestined capital”—with martial and sacred associations extending through more than thirty centuries. It was “near Damascus” that Saul of Tarsus saw the “light from heaven above the brightness of the sun;” the street which is called Strait, in which it is said “he prayeth,” still runs through the city. The caravan comes and goes as it did a thousand years ago; there are still the sheik, the ass, and the waterwheel; the merchants of the Euphrates and of the Mediterranean still “occupy” these “with the multitude of their wares.” The city which Mahomet surveyed from a neighboring height, and was afraid to enter because it is given to have but one Paradise, and for his part he was resolved not to have it in this world, is to this day, what Julian called the eye of the East, as it was in the time of Isaiah, “the head of Syria.” From Damascus came the Damson or blue plum, and the delicious apricot of Portugal, called Damasco; damask, our beautiful fabric of cotton and silk, with vines and flowers raised upon a smooth bright ground; the damask rose, introduced into England in the time of Henry VIII.; the Damascus blade, so famous the world over for its keen edge and wonderful elasticity, the secret of whose manufacture was lost when Tamerlane carried off the arts into Persia;—and the beautiful art of inlaying wood and steel with silver and gold, a kind of mosaic—engraving and sculpture united—called Damaskeening, with which boxes and bureaux, and swords and guns are ornamented. It is still a city of flowers and bright waters; the streams of Lebanon, the “rivers of Damascus,” the “rivers of gold,” still murmur and sparkle in the wilderness of “Syrian gardens.”

---

THE census taker has found a colored man in Washington county, Ohio, one hundred and fifteen years old. He was purchased at Richmond, Va., in 1776, by Blannerhassett's agent, by whom he was conveyed to Blannerhassett's Island, where he remained until misfortune overwhelmed his master. The old fellow says he recollects that he “had been gwine to see de gals long time 'ford de resolution war broke out.”

## Editorial Department.

---

**COMMON SENSE.**—This mental quality is not so "common" as some people seem to think. They attach to this term the idea of *ordinary intellectual ability*. In their estimate, one who is without common sense is of imbecile mind, foolish. But this is not the sense in which the term is most employed at the present time. Many of the greatest geniuses, the most eminent scholars, the most distinguished orators, are not men of *common* sense. By this term we mean *practical ideas concerning common things*; good judgment respecting the ordinary business of life; tact and wisdom in adapting measures to the accomplishment of ends desired.

Webster's definition is as follows: "That power of the mind which, by a kind of instinct, or short process of reasoning, perceives truth, the relations of things, cause and effect, &c., and hence enables the possessor to discern what is right, useful, expedient, or proper, and adopt the best means to accomplish his purpose. This power seems to be the gift of nature, improved by experience and observation."

To people in all professions and employments this faculty is indispensable to the highest success. Deficiency in this particular has well nigh ruined the influence of thousands of learned and talented men and women. We once were acquainted with a lawyer whose character illustrated this statement. In intellectual power, in scholarship, eloquence and knowledge of law, he had few equals. But he was so lacking in common sense, in knowledge of human nature, that few had confidence in him as a counselor, and his want of shrewdness made him an object of frequent ridicule. More than one clergyman have we known to fail of usefulness from this cause. As preachers and theologians they have been most respectable. But in their intercourse with society, in the transaction of their secular business, they were so full of blunders, so deficient in practical wisdom and tact, that they were often laughing-stocks with their best friends. So to speak, they were sure to stumble over every curbstone and collide with every lamp post along the street. And so it is with some ladies of high qualities for genius and culture. Without the least design or idea of committing improprieties, they often give offense and excite enmities from the want of a little knowledge of human nature. To use the language of that distinguished Boston lady, Madame Partington, "they can never open their mouth without putting their foot into it."

Thousands of people are successful in all their endeavors and rise to distinction in life, who are without any great amount of native genius, and whose education is exceedingly defective. But they have *good hard common sense*. They know how to adapt their means to their purposes. They know just how to go to work to secure the ends at which they aim.

To all it must be evident that nothing is more important to respectability, success and happiness than this quality which we term common sense. And who more than *Teachers* need it? They are called to deal with people of all classes;

with character of all varieties. In the school room they meet pupils of different tempers, of dissimilar natural traits, and whose home-training has been as diverse as the differences of their parents. To control these minds and lead them all in one path to knowledge and virtue, requires something more than genius and book-learning. Then, there are the parents of these children whose confidence and esteem must be gained and maintained. Many of them are easily prejudiced against the Teachers of their children. They will be likely to side with these children when they complain of their Teachers and rebel against their authority. If the Teacher has tact, discretion, good common sense, he will win the regard of his pupils, and become the praise of all the people. In instructing and governing he will soon cease to meet difficulties. His popularity will secure to him employment and liberal wages. He will be useful, and soon stamp his own good qualities upon the souls of his pupils.

But very numerous is that class of Teachers who fail to achieve this success in their labors. And whence this failure? Why is it that their schools are disorderly and unprofitable? Why is it that the Teacher is not respected by the pupils, and has not the confidence of the public? Why does he lead a nomadic life, wandering from town to town in search of employment; playing himself out in a single term in each district which is so unfortunate as to have engaged his damaging services? Not because he has not talent. Not because he is unlearned. Not because his moral character is objectionable. He is wanting in common sense. That is all; but that is a great deal.

We once heard a prominent gentleman remark that he "never expected a Teacher to have common sense." Of course this, as all know, was an unjust and slanderous opinion. We believe that Teachers have no reason to fear comparisons with others in regard to this matter. Still, it is often said that many Teachers need more of this quality than they possess. The truth is that deficiencies of this character are more noticeable in them than in others. All they say and do is observed and reported. Whatever of good or evil there is in a Teacher crops out. He is known, through and through, by all the people.

It is of the utmost importance that all Teachers should cultivate in themselves this quality. While it is true that nature has been more liberal with some than with others in regard to this mental power, it must be remembered that this faculty can be greatly improved. Careful observation, the eyes wide-open to see and the mind intent to understand, will go far toward remedying natural deficiency.

Perhaps it would be no bad thing for us all to pay increased attention to this matter.

Another thought. Teachers, while in School, deal with those who are their inferiors in respect to knowledge, and it is not strange that they become positive and dogmatic in their language, and dictatorial and imperious in their bearing. Some of them carry this domineering manner with them into society. They are impatient of contradiction, and continue to make themselves ridiculous and offensive. Their swollen conceit and vanity are pretty sure to experience punctures, resulting in humiliating collapses.

Do not be offended on account of these last words. Of course they apply to none of the *Ohio* Teachers.

THE CINCINNATI DAILY PRESS of the 11th ult., devoted a column to the "Curiosities of the State School System," as developed in our article in the September number of the *Monthly* on "School Examiners." The criticism is written with Brother Reed's sharp-pointed pen, but not in an unfair and captious spirit. Both our School system and the sayings of the *Monthly* are legitimate subjects for criticism, and if they can not defend themselves they deserve to suffer all the lashings they may receive.

But it strikes us that *Press* the charges to the School system faults which belong to parties who maladminister that system. A system and an occasional error by those who are appointed to administer it, are not necessarily identical. The New York and New Haven Railroad is one of the most substantial structures of the kind in the country. It is a good system. But an incompetent engineer ran a train into Norwalk river, and destroyed forty lives. That was not the fault of the road. The moral government of God is a system which is adapted to promote only good. But under that system now and then a man acts rather badly. Evil is incidental to the best system of law.

Let our School law be wisely and efficiently operated, and there would be little ground for complaint. Still, we have never claimed for this law perfection. In many particulars the details of the system are capable of improvement. Says the *Press*:

"We have the best feeling toward this Educational magazine. The State school system is a curiosity to us, and we look with some apprehensions to its future. The Commissioner does well to expose and denounce these abuses. We look upon them as fatalities inseparable from the system. The time will soon come when to expose abuses and corruption in the school system, will be as fatal to the official existence of a Commissioner or Superintendent, as it would be now for a candidate for office to expose the corruption in his own party."

We deny "the soft impeachment." The quacks and "dunces" whom we "expose" do not belong to our "party." Every friend of our school system disowns and denounces them.

**MR. ALLEN'S ARTICLE.**—It is pretty long, but we were unwilling to divide it. It was read as a *Report* at the last meeting of our State Association; and we but comply with numerous requests in securing a copy for publication in the *Monthly*. We esteem it a paper of great ability, and feel sure that it will be read with deep interest. If any think it too long and too strong for their appetite and digestion, they will find "food convenient for them—milk for babes," in our diluted editorials. We are vain enough to esteem ourselves capable of writing small articles.

Of our article on *Common Sense*, it is proper that we should have a word to say. We began said article with the honest intention of making a good thing of it. We intended it to be able and interesting, popular and instructive. But we could not work up to the pattern, and the real falls far short of our ideal. We conclude that it is a hard subject to write upon; at least for us. But it must go for what it will bring, as we have no time to prepare an article to take

If any of our readers will send us a first class article of some five *Common Sense in Teachers of Common Schools*, we will pay \$5 for the publication in our December number.

posals" received till the 10th day of November.

**TYPOGRAPHICAL ERRORS.**—We frequently have been disagreeably annoyed by seeing mistakes in the *Record*, after it was too late to correct them. That this occurs in other publications need not be said, for they are seen too generally. We apologize for some of ours, by confessing that there is much to be learned in the art of proof-reading, especially when bad proofs come to hand, as is sometimes our unpleasant lot.

Some mistakes will happen, now and then, "in the best of families." In a recent number the types made us say "tolerable large," when we intended "*tolerably* large." The *Ohio Educational Monthly* hopes we did not intend *intolerable*, and then goes on and says: "There are eight educational periodicals now published in Pennsylvania. Good for our native State! Heaven bless her; she needs it." We should like to know how many of the eight periodicals are included in that singular pronoun *it*. We hope ours is among them.

In another exchange from this State we notice, in a late article, at least one dozen of mistakes in orthography. So it goes. Let us all be cautious.—*Educational Record*.

**REMARKS.**—1. None of those "periodicals are included in that singular pronoun *it*." "*It*" stands for that *blessing* which we kindly implored on Pennsylvania. 2. We have had the same experience in respect to typographical errors. But nearly all such errors have been caused by the failure of the printer to make the corrections which we had marked. 3. The *Record* has as few sins of this sort to answer for as any of our exchanges.

**THE MONTHLY.**—We have been greatly encouraged by the kind reception which the *Monthly* has met both in Ohio and abroad. We could fill a score of our pages with complimentary notices from our exchanges; but we do not deem it necessary to advertise the *Monthly* in this manner. We have no doubt that we shall receive all the credit which we can manage to deserve.

From our educational exchanges we take the following notices of our September number:

"THE OHIO EDUCATIONAL MONTHLY.—The September number of this valuable periodical is on our table. It continues to improve, and this is the best number we have seen. It contains a steel plate portrait of Hon. Horace Mann, with a sketch of his life and labors, by Wm. T. Coggeshall, with several other excellent articles.

Besides these, the Educational News, condensed reports of Institutes, &c., make up a number worth more than the \$1 to any teacher. The official department is full, and every Board of Education in Ohio ought to take advantage of the law allowing them to take the *Monthly*, and pay for it out of their contingent funds. It would be a valuable work for them in applying the School Laws.

If we should advise any teacher to take a number of good journals, the Ohio Educational *Monthly* would be among those heading the list.—*Educational Record*.

THE OHIO EDUCATIONAL MONTHLY for September is an extra good number. The editor is displaying tact, as well as talent, in the management of his pages.—*Jour. of Progress*.

OHIO EDUCATIONAL MONTHLY.—The September number of this valuable periodical is on our table. The *Monthly* succeeds, and is a marked improvement on the old Ohio Journal of Education. The number before us contains a steel plate portrait of Horace Mann, with a sketch of his life and labors by W. T. Coggeshall, and other choice articles.—*Iowa Instructor*;

**NOTICE.**—We cannot supply copies of the first six numbers of the *Monthly*; as the editions are exhausted. Future subscriptions will commence with the July number.



## Monthly News.

---

PORTSMOUTH.—Four years since Mr. E. E. White was called from the Cleveland High School to the Superintendence of the schools in Portsmouth. He went to his new business with a will to deserve success, and he accomplished that will. His success has been preeminent. No man in Ohio stands higher in the profession than Mr. White. Nearly all the influential people of Portsmouth were exceedingly anxious that he should continue in that important office. But two of the three directors thought proper to appoint another man to that work. Petitions, yards in length, urged the reappointment of Mr. White, but they were of no avail.

It is not our desire or intention to speak disrespectfully of those directors, but we can but regret the course they have pursued.

Mr. White has yielded to the importunities of the public, and opened a Classical School in Portsmouth.

---

MISS MARY C. WHITE, sister of Mr. E. E. White, and for five years a teacher in Cleveland, departed this life on the 4th ult. Says the *Plain Dealer*:

"For five years she promptly met her classes in the Clinton street public school, and faithfully did she fill her allotted place, winning the friendship of her acquaintances, the admiration of her employers, and the undying love of her pupils. Lest she should rank second as to literary qualification, she left her school and spent a year in the Hiram Institute, and again, with first-class certificate, resumed her labors, but in some eight months after her return she was attacked with hemorrhage of the lungs, from which she never recovered, but returning to her father's home at Mantua, Portage county, she slowly but surely yielded her strength till the 4th day of September, when her free spirit took its place in the angelic hosts, at that interesting time of life when her thirty-fourth autumn was approaching.

"During her protracted illness she never uttered a murmur, though with a deep sigh she often uttered the word 'Rest,' but no more. Her body is at 'rest,' and her spirit has entered upon its reward."

---

### TEACHERS' INSTITUTES.

AT ST. CLAIRSVILLE.—It was not numerously attended, only about forty of the two hundred and forty Teachers of Belmont county being present. President Andrews of Kenyon College was the principal instructor. Public addresses were given by Pres't Andrews and the School Commissioner. Mr. Pugh, Superintendent of the St. Clairsville Public Schools, is a zealous and active laborer in the good cause.

AT MCCONNELSVILLE.—T. M. Stevenson was President, and Cyrus McGlashan Secretary. The principal instructors were President Andrews of Marietta, T. M. Stevenson, G. W. Pickerel, A. J. Clarke. It was proposed to hold a Normal Institute next year for the term of four weeks.

**AT WARREN.**—There were one hundred and twenty-five Teachers in attendance. The exercises were opened each day with reading Scripture, prayer and singing. Daily instruction was given in Grammar by Jas Marvin of Warren, in Physiology by N. A. Barrett of Newton Falls, in Geography by H. U. Johnson of Bazetta, in Practical Arithmetic by Mr. Caldwell of Girard, in Mental Arithmetic by S. F. DeFord of Lordstown, and in Reading by J. D. Cox of Warren. Jas. Greer of Farmington, discoursed upon the "Theory and Practice of Teaching." The exercises were interspersed with singing, reading and replying to questions from the Budget Box. Some of the questions elicited interest and discussion. Several highly interesting and instructive addresses were delivered. Tuesday evening Prof. Garfield of Hiram Institute, lectured upon the subject of Physical Geography. Wednesday evening Rev. Mr. Clark of Warren, upon Meteorology, and Friday evening Mr. Kirkpatrick of Cleveland, upon Natural History.

**ZANESVILLE.**—We elsewhere have given extracts from the Report of the Zanesville Schools. From the same source we take the following facts:

Children between the ages of five and twenty-one, : : : : : 3,167

Of these there are Children—

Under the age of six and not admitted, : : : : : 218

Enrolled in English Catholic Schools, and not in Public Schools, : 183

Enrolled in German Catholic School, and not in Public Schools, : 69

Enrolled in Private Schools in the city, and not in Public Schools, : 15

Attending Schools out of City, : : : : : 11

Over the average age of seventeen, and not attending School,

(mostly in business,) : : : : : 510

Enrolled in Public Schools, : : : : : 2,120

3,126

Whole number of Children in the City between the ages of six and

seventeen not in any school during the year : : : : : 41

The above exhibit indicates that but forty-one of the youth of Zanesville between the ages of six and seventeen have failed to have their names enrolled in some school during the past year. This number is so small, as to induce me to believe that some have been twice counted, in consequence of having their names registered in both the Public and the Private Schools; though, in making the calculations, I have at all times endeavored to avoid such mistakes. These figures, however, show what no person, conversant with the prevailing sentiment of our people, will for a moment doubt that the value of our educational facilities is being better appreciated, and the importance and justice of properly educating children, more generally acknowledged than heretofore.

**INSTRUCTORS.**—Superintendent—M. D. Leggett.

Teacher of Vocal Music—Miss Lucy Abbott.

Teachers of High School—C. W. Chandler, A. M., Principal; T. J. Newman, A. M., Mrs. A. P. Wilson, Miss M. P. Lamb, Assistants.

Teacher of Languages—M. H. Lewis.

Senior Schools—J. H. Hills, A. M., Seth Stoughton, Henry Parker, A. B., Principals; Misses Ella G. Ross, Nira H. Chandler, Jennie E. Parker, Assistants.

Secondary Schools—Misses Clara Granger, A. W. Dickinson, Alice Harrison, Mrs. Rose Parker, Misses J. E. McAnully, Anna Ellis, Principals; Misses Sarah Bliss, Cinnie M. Jones, Ruth Widney, Hattie Loudan, Juliette Palmer, Mary Cox, Assistants.

Primary Schools—Misses Lou. Hutchinson, Ellen M. Parker, Maggie E. Delany, Olivia S. Schwabe, Mrs. C. H. Courtney, Misses E. V. Copeland, A. J. Dickinson, Lucy H. Hadley, Maria J. Banks, E. A. Convers, S. M. Allen.

Rural School—C. Frame. German School—Rev. C. H. Strater. Colored School—Miss Fannie A. Trotter.

**TOLEDO TEACHERS.**—Mr. Frederick B. Dodge, a graduate of Dartmouth College, has been appointed Principal of the Intermediate School.

Superintendent—M. T. Brown.

High School—W. A. C. Converse, Principal; Misses Martha Eastman, Caroline Eaton, Sarah F. Marshall, Assistants.

Intermediate Department—Frederick B. Dodge, Principal; Augusta Richmond, Assistant.

Grammar Department—A. B. West, Principal; Misses Cora L. Felson, N. C. Kellogg, — Brown, Assistants.

Special Teachers Edward W. Koch, Teacher of German; C. S. Crossman, Teacher of Vocal Music.

Secondary Department—Lagrange street: Miss Julia A. Lull, Principal; Misses Celia Bengough, Josephine Taylor, Assistants. Superior street: Misses Louisa Fairchild, Principal. Illinois street: Misses Helen L. Mills, Charlotte Kennedy, Principals. Whittlesey street: Mary Perrin, Principal.

Yondota School—Miss Addie L. Hunter, Principal.

Primary Department—Lagrange street: Miss Anna Titus, Misses Eliza Bengough, Lucy Stevens, Maria A. Smith, Principals. Superior street: Miss Clarissa Fairchild, Principal. Illinois street: Misses Charlotte Forsyth, Sarah C. Eldridge, Principal. Whittlesey street: Misses Eugenia Perrin, Emily Southard, Principals.

Teacher of Colored Schools—Rev. Thomas E. Dillon.

**NEWARK TEACHERS.**—Superintendent—Rev. A. Duncan.

Teachers of High School—Mr. George L. Mills and Miss Annette Voris.

Grammar School—Mr. Edwin Nichols, Miss Mary Reeder, and Miss Susan Dunham.

Secondary Schools—Mr. A. G. Canedy, Mrs. R. T. Bancroft, Miss Sarah M. Caffee, and Miss Kate K. Knight.

Primary Schools—Misses Mary Abbott, Lucy Morgan, Laura Jones, Mary Scott, Almira Anderson, Entilla Odell.

East Newark School—Miss Grace Trowbridge.

Haysburgh School—Miss Sarah M. Dowell and Miss Mary Dille.

Colored School—Miss Agnes Duncan.

**NEW LISBON.**—From the interesting report of Mr. D. Anderson, Superintendent of the Schools in New Lisbon, we take the following:

"It will be borne in mind that the schools were in session only two terms during the year,—a Fall term of eleven weeks, closing the latter part of October, and a Winter term of seventeen weeks, closing the latter part of March; making in all twenty-eight weeks tuition during the year.

"The whole number of persons of school age, within the limits of Union School District, returned last year, is as follows: males 300, females 323, total 623.

"The whole number of home pupils enrolled in the schools was, males 194, females 183, total 377.

"The number of foreign students enrolled during the year was, males 34, females 14, total 48.

\* \* \* \* \*

"We have no cases of tardiness to record of the teachers in the employment of the Board. All have been at the post of duty in the proper time. Each has

labored with commendable zeal and industry in the school room. The duty enjoined by the Board, of opening the exercises of the morning in each room, by reading a portion of Scripture, has been strictly observed.

"The standard of literary attainment which many teachers aim at, though higher than it was some years since, is still too low, here, as well as in the county generally. In this age of progress, teachers should avail themselves of the benefits to be obtained from educational books and periodicals, teachers' meetings, &c. We would, therefore, respectfully suggest to the Board, that they enjoin upon all teachers employed by them, to hold frequent and stated meetings during the ensuing year, for mutual improvement."

**SOUTH CHARLESTON.**—The erection of a new and commodious school edifice in South Charleston is now a fixed fact. The tax has been voted, the site selected, and the next step will be its early erection.

The probable cost will be near eight thousand dollars. The site selected is a good one, being high, eligible, grand, convenient to town, and affording a fine view of the surrounding country.

**MARIETTA COLLEGE.**—Rev. Edward P. Walker has accepted his appointment to the professorship of Rhetoric and English Literature, and will enter upon his duties at the beginning of the next term.

It gives us pleasure to learn that the prospects of the College for the coming year are unusually good.

**CARDINGTON SCHOOLS.**—Hon. D. Rees has been reelected Superintendent.

**SPRINGFIELD.**—Says a late Springfield paper:

"Our public schools will open a week from Monday next. By that time the two neat, new primary school houses and the Eastern Building will be ready for occupation by the little folks.

"Mr. Richard W. Morris, long known in this city a faithful and capable teacher, will have charge of the Eastern School, while Mr. Henry Smith, recently of Oxford, a gentleman of fine education and of first class qualifications, in every respect, for his position, will have charge of the Western School. Both of these gentlemen will be assisted by the competent male and female teachers mentioned in the previous issue of this paper. Among these is Mr. Charles H. Evans, who, as a young man of more than ordinary talent, is deserving of especial notice.

"It is now to be seen whether our schools are to be gainers or losers by the very slightly-changed policy which will prevail upon the opening of the Fall term. For our part, we do not anticipate any radical innovations, and feel quite safe with the matter in the hands of such men as R. D. Harrison and P. A. Schindler, Esqs., and the old members of the Board.

"One thing is certain—all those pupils in the lower and middle departments, will have increased and more pleasant facilities for study."

**XENIA.**—Never since the organization of our Union Schools, have so many scholars been in attendance during the first week of a session as were present in the various departments last week. Some of the rooms were filled to their utmost capacity.—*Torchlight*.

**DRESDEN SCHOOLS.**—Says an exchange:

"The Dresden Schools were resumed on the 24th of September. There is an entire change in the corps of teachers with one exception. The following have been engaged for the next year: Principal and Teacher of High School, Mr. Byshon of Delaware, Ohio. Teacher of Grammar School, Miss S. Evans, Granville, O. Assistant Teacher, Miss S. Presley, Granville, O. Secondary Department, Miss M. L. Cresap, Dresden. Primary Department, Mrs. Byshon, Delaware, O., and Miss M. Williams, Cambridge, Ohio.

**DID YOU EVER?**—In one of our counties at a recent examination of Teachers, the following definitions were written :

"Forensic"—Honesty.

"Friendless"—Being kind, loving.

"Stratagem"—Being strait.

"Identity"—Meaning the same thing.

"Ingratitude"—The respect we owe each other.

"Pedagogue"—An unruly person. One who thinks too highly of himself.

**INDIANA.**—Mr. Fletcher, Republican candidate for State Superintendent of Schools, has taken the stump, and is addressing the Hoosier people upon school topics. Says a reporter :

"Prof. Fletcher, with equal success, portrayed the sad condition of the school system, as it had been administered for the last two years, by a man who has neither the *inclination* or *ability* to carry out the requirements of the School Law, except that portion which relates to the compensation of the Superintendent."

"He made no allusions to the political questions of the day, but confined himself closely to the educational condition and projects of our State. He will doubtless receive a larger vote than any other man on the ticket, for the reason, that the *educated* portion of the Democracy are ashamed of the grand exponents of Popular Ignorance who now disgrace one of the most important offices in our State Government.

"These men will erase his name and substitute the name of an educated and educational man; a practical teacher and a popular lecturer.

"We agree with Mr. Fletcher that the system which now exists has never been fairly tested, and we doubt not, that when properly administered, our school system in Indiana will compare favorably with that of any other State in the Union."

FROM the last number of the *School Journal* we learn that an interesting Institute has been held in *Spiceland*:

"Prof. G. W. Hoss called it to order."

"Prof. Hoss made a few introductory remarks."

"Prof. G. W. Hoss taught the class in Algebra."

"Prof. G. W. Hoss taught the class in Geometry."

"Prof. Hoss insisted on terseness of language."

"Prof. Hoss offered the following," etc.

"Prof. Hoss gave a lecture of 45 minutes."

"Prof. Hoss gave an address, subject," etc.

"Prof. Hoss occupied a short time in," etc.

"Prof. Hoss lectured 45 minutes on," etc.

"Prof. Hoss lectured 45 minutes on *Recitations*."

"Prof. Hoss lectured 45 minutes on *School Government*."

"Prof. Hoss offered the following, which was unanimously adopted:

'Whereas, Both reason and custom hold that physicians are the most competent judges of the qualification of physicians, lawyers of lawyers, agriculturists of agriculturists, and hence by analogy, teachers of teachers, therefore, 'Resolved, That in general, teachers ought to be appointed County Examiners of teachers.

'Resolved, That we commend this matter to the careful attention of the various County Boards throughout the State.

"Prof. Hoss offered the following, which was adopted:

'Resolved, That in our opinion Normal Institutes are the most efficient, economic means for the improvement of teachers now available in Indiana.

'Resolved, That we earnestly commend to our fellow-teachers the importance of organizing and sustaining Institutes in every county in the State.

"Prof. Hoss gave a list of the names of some books which he advised teachers

to procure and read as early as convenient. Among them was 'Abbott's Teacher,' "Northend's Parent and Teacher," and "Ogden's Science and Art of Teaching."

A vote of thanks was rendered to Prof. Hoss, and the proceedings signed by "G. W. Hoss, *Superintendent*."

But if any one supposes that the Spiceland Institute was a "one Hoss concern," he is greatly mistaken. A dozen other gentlemen took part in the instruction, but they were not "*Professors*." We like the Professor's ideas in regard to *Examiners*. "Our sentiments exactly," but we would leave a liberal margin for exceptional cases. We are glad to learn that "Prof. Hoss has been appointed Examiner for Marion county. He takes the place so long unworthily filled by a *wretched limb* from another profession."

ILLINOIS.—Mr. Charles A. Dupee has resigned his place as Principal of the Chicago High School. Mr. J. A. Sewell of Massachusetts, has been elected Professor of Chemistry, Botany and Physiology in the State Normal School. Mr. Chauncey Nye is to be Superintendent of Schools in Peoria.

Mr. J. K. Pickett, for many years the efficient Superintendent of the Schools at Alliance, O., has been appointed to the same office in the flourishing town of Decatur. We regret to part with Mr. P., but congratulate our friends in the Prairie State on gaining so good and successful an educator.

STEPHEN A. DOUGLAS, formerly a teacher in Sangamon county, has been nominated for the Presidency of the nation. Abraham Lincoln, of the county aforesaid, who never taught school, is a nominee for the same office.

A WRITER in the September number of the *Teacher* is of the opinion that hoops and short dresses are not just the things for school girls. Hear how that Egyptian talks:

"HOOPS.—We think the *hoops* add grace to a female in long dresses when properly worn, as well as add to her comfort; but there is no more abominable, immodest fashion than putting them on school-girls in short dresses, especially very small girls. If teachers have noticed the same evils which have come into our view, they will agree with us that such a scandalous thing should be discountenanced by every means in their power. We have seen little girls five years old who could not sit on a bench and be as well protected as Eve was with a fig-leaf; we have seen those a little older whose appendages assumed nearly the perpendicular in passing through narrow aisles in the school-room, and we have seen a good deal that we are warned not to tell of, by remembering the excitement produced by the 'immodesty' (!) of a teacher who requested the female portion of his school to ask their mothers to adjust their clothing so as to keep its place better. The cramped arrangements of many of our school-rooms make this a special abomination in school. Hoops and short dresses do not belong together.

S. T."

THE STATE NORMAL UNIVERSITY, under the charge of President Hovey, is accomplishing its purposes with energy and success. Whole number of pupils 213. The University Building is said to be the best for its purposes in America.

MISSOURI.—The August number of the *Missouri Educator* furnishes a full account of the recent meeting of the Teachers' Association of that State. We judge that it was a time of great interest. Prominent among the educators present were Messrs. C. S. Pennell, Harris, Martling, Tracy, Childs, Divoll, Edwards and Love.

MICHIGAN.—We do not see the *Michigan Journal of Education*. We need it. If we knew who is its editor and where he lives we would apply for an exchange. For four years we resided in the Peninsular State, and our pleasant remembrances often wander back to that goodly land. We must hear from our Wolverine brethren, especially those of old Oakland. Bro. Gregory, lend a helping hand:

"THE MICHIGAN MT. HOLYOKE.—'W. S. H.' writing to the *Evangelist* from Kalamazoo, says: 'We are ready to report some progress in the Michigan Female Seminary, an educational enterprise on the 'South Hadley' or 'Holyoke' plan which was started here nearly four years ago. Very soon after our first effort was made, the 'hard times' came upon us, and our progress has in consequence been slow. The foundations were laid a year ago. This summer we are putting up the centre buildings of the following dimensions: 114 feet by 57, and four stories high. We hope to have it covered in the course of next month, and to have the school in operation by a year from this fall. The present building will contain a chapel, dining hall, recitation rooms, and enough teachers' and students' rooms to accommodate 60 or 70 pupils. Two wings are hereafter to be added, 44 by 120 feet each, the whole affording accommodations for 250 students.'"

---

KENTUCKY.—The *Educational Monthly* for July has reached us. It is an able and interesting periodical, and we trust that it is liberally supported. The article headed "Coming South,—To our Friends in the North," is a kindly admonition to Yankee teachers going South not to dislike any thing that they may see or experience in Kentucky. It says, "make up your mind that no word of yours shall give evidence of the gall of bitterness that lies at the very center of the fountain of prejudices that are keeping the true hearts, North and South, so wide asunder. \* \* \* \* \*

"It is peculiarly unfortunate for those of our profession that so many pretended teachers have come here, with no native refinement, a mere smattering of the lower branches of an education, and, with either no moral principle at all, or filled with a fanatic zeal fired by ignorance and breathed into a flame by the breath of prejudice, and so conducted themselves that they have almost changed the proverbial warmth of a southern *welcome* into a *cool reception*."

We hope that Northern Teachers will accept this timely caution. If they have any "prejudices" against whipping women, and selling men like Uncle Tom to such gentlemen as Simon Legree, any against placing families on the auction block, and parting husbands and wives, parents and children,—if they have any "fanatical zeal" for the Golden Rule, they better just "make up their minds" to remain where they are. Good enough for them, too!

---

ALABAMA.—The *Southern Teacher*, published at Montgomery, and edited by W. S. Barton, is a very valuable work. It embraces forty-eight pages per number. Subscription price, \$2. If any of our readers desire to keep posted in regard to that portion of "our beloved country," we advise them to order the *Teacher*. The first article in the August number combats the "glittering generality" that "all men are created free and equal." It is a middling good thing, but not as good as many others which follow it. We wish Mr. Barton great success in his enterprise, as he surely deserves.

**MASSACHUSETTS.**—Hon. Joseph White of Williamstown, has been appointed Secretary of the State Board of Education. Twenty-five years ago we knew Mr. White at Williams College. He is a gentleman of fine talents, of ripe scholarship, eloquent in speech and pleasing in manners. He is a lawyer by profession, but for many years has held the office of Bank Commissioner. At present he is the Secretary and Treasurer of Williams College. We had hoped that some practical teacher like George B. Emerson or John D. Philbrick would receive the appointment; but we are pleased with the promotion of an old friend, and doubt not that he will prove himself a worthy successor of Messrs. Mann, Sears and Boutwell.

---

## Book Notices.

---

**MESSRS. J. H. RILEY & T. C. BOWLES** of this city, have commenced the publication of the Ohio Standard Series of School Books; which consists of the following works:

**GOODRICH'S NEW READERS**, edited by Noble Butler.

We have not had time for that careful examination of this series of Readers which should precede a decided expression of opinion concerning its merits. It consists of six volumes which are printed on good type and fair paper, and illustrated with numerous and appropriate cuts. The contents of these books seem to have been selected with care and good judgment. The sixth volume presents a chapter, of more than fifty pages, on Practical Elocution.—Thorough instruction is given upon Inflection, Emphasis, Modulation, etc.

**GREENLEAF'S MATHEMATICAL SERIES.**

Mr. Greenleaf has long held a high position in the department of Mathematics, and his text-books are in general use throughout the Eastern States. His series consists of a Primary, an Intellectual, a Common School and a National Arithmetic, a work on Algebra and one on Geometry. In our estimation these works are among the best of their kind.

**TOWER AND TWEED'S SERIES OF GRAMMARS.**

This series consists of three volumes. The authors are men of high repute for scholarship, and their works seem to be well adapted to impart instruction in this most important branch of study.

**CORNELL'S GEOGRAPHICAL SERIES.**

Five volumes compose this series. Four years ago we gave it as our opinion that among all the works upon Geography none were superior to Cornell's, and such is still our opinion.

This house also publishes many works in the higher departments of education, copies of which we have not seen.

The members of this firm are too widely known as men of reliability to require commendation from us.



**THE LIFE OF GEORGE WASHINGTON—By Edward Everett. New York: Sheldon & Com'y.**

This elegantly printed volume of 350 pages, contains the Life of Washington as prepared for the new edition of the "Encyclopedia Britannica," by Edward Everett. Lord Macauley was applied to by the publishers to furnish the article, but his other engagements preventing him from complying, he suggested that the article should be prepared by a citizen of the United States, and named Mr. Everett as the most suitable person for the work. Application was made to Mr. Everett in March, '59, and though only a few months were allowed, Mr. Everett found time, amid his other labors, to prepare the memoir which is here presented in so attractive a style. Compared with other "Lives" of that great man, this is necessarily brief, but within the limits of a convenient volume we have a valuable, not to say exhaustive resume of the inspiring theme. Treating it candidly yet admiringly, with many of the graces of his well known style, yet, from the necessity of condensation, not always himself—Mr. Everett has furnished not only a valuable article for the Encyclopedia, but a book which will be sought for with eagerness by thousands who have heard his eloquent utterances on this same subject.

**WILLARD'S UNITED STATES. A. S. Barnes & Burr.**

This is a new and enlarged edition of Mrs. Willard's most excellent history of the Republic of America. The work has for some years been before the public. It has to a very great extent achieved popular approval. The present edition brings down the history of the United States to the time when John Brown was hung, and thereby the fright of our chivalrous brethren of the Old Dominion quieted.

We cordially commend this work as being well adapted to the wants of our public schools.

**FIRST LESSONS IN LATIN. By N. C. Brooks, L.L. D.**

A glance at this 16 mo. volume of 234 pages has impressed us favorably. Had there been such a book thirty years ago greatly should we have rejoiced.

**PROGRESSIVE HIGHER ARITHMETIC. By Horatio N. Robinson, L.L. D. Ivison, Phinney & Co.**

For concise and exact definitions, for clearness of statement, and for thoroughness, we are acquainted with no arithmetic which is superior to this.

**THE YOUNG SINGER. Part I. A collection of Juvenile Music, compiled at the request of the Board of Trustees, for the Cincinnati Public Schools. By Messrs. Mason Baldwin, Locke and Aiken, Teachers of Music in the Schools. Cincinnati: Published by W. B. Smith & Co.**

Our own judgment in regard to a work of this character would not be considered worth five cents on the dollar by any professional singer. But we have heard the Cincinnati children sing, and we like the way they have of doing it. We heard eight hundred of them at a concert which they gave last year, and pronounced it very good. Their Teachers in music are the authors of this work,

and if the work is not a good one, the reason why we can not imagine. And besides, W. B. Smith & Co. never publish any but first class books.

### THE HOUSE AND GARDEN.

This is a new monthly which is furnished to Teachers at half price, or twenty-cents a year. It is published at Cleveland, O., by the proprietor of the Ohio Farmer. For particulars see prospectus in our advertising department.

WE HAVE received several school reports and other educational pamphlets which we intend to notice in our next number.

---

### OUR ADVERTISERS.

We desire to call special attention to our new advertisers this month. Our advertising patrons offer new and interesting matter every month, and it is gradually increasing in quantity. We do not lessen our usual quantity of regular reading matter so that any increase of advertising is so much gain to our readers.

Messrs. G. & C. Merriam publish some excellent recommendations to Webster's Dictionary. Read them. They are worthy the attention of every Teacher.

Messrs. J. H. Riley & T. C. Bowles also advertise two new pages of their "Ohio Standard School Series;" showing four or five hundred towns in which their mathematics are used.

Messrs. Moore, Wilstach, Keys, & Co., advertise Rhetorical Practice and The Art of Elocution. Excellent works by H. N. Day, A. M.

Messrs. Iverson & Phinney advertise a list of excellent school books.

Read A. S. Barnes & Burr's new advertisement of National Series of Readers. They are well recommended.

Elias Longley advertises a new equitable school agency.

Messrs. W. B. Smith & Co. advertise McGuffey's new Speaker. It is a good work, and has many valuable features worthy of notice.

Don't pass by our own circular to Teachers, Messrs. Fleet & Spillane's circular to Boards of Education, Alex. Clark's new book, also Poets and Poetry of the West, published by Follett, Foster, & Co., advertisements of Applegate & Co., of Cincinnati, Sheldon & Co., N. Y., Swan, Brewer & Tileston, Boston, (Worcester's Dictionary,) and numerous others. They are worthy of attention. Look through them all.





100

THE  
OHIO

MONTHLY,

tion.

---

---

No. 11.

---

---

R.

hought  
tion of  
arts,  
ed re-  
icated  
l as a  
man's  
acies  
com-  
tle in  
oper  
p of  
con-  
acter

sys-  
rap-  
and  
vig-  
t of

—

—

—

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

NOVEMBER, 1860.

---

---

Old Series Vol. 9, No 11.

New Series, Vol. 1, No. 11.

---

---

FEMALE EDUCATION—PRESIDENT WILBER.

✓ BY REV. D. W. CLARK, D. D.

Till within a comparatively recent period, very few had thought of employing the rigid discipline of science in the education of woman. The elegant departments of literature, the fine arts, the embellishments of culture were all that was deemed requisite in the accomplishment of the most thoroughly educated of the sex. "The pursuit of all knowledge" was regarded as a misnomer in any such connection. And the idea of a woman's grappling with the problems of Euclid, threading the intricacies of logic, exploring the mysteries of Greek and Hebrew, or becoming familiar with the master intellects of antiquity, was as little in accordance with the notions then prevalent concerning the proper sphere of woman as that of felling trees or heading a troop of horse. To this idea the schools for female education were conformed. As the idea failed to recognize the strength of character there is in woman, so the school failed to develop it.

Few reasons can be urged in vindication of this mistaken system. It is already demonstrated that woman is capable of grappling with the same problems of science as the sterner sex, and that she rises from the struggle with intellectual powers invigorated and sharpened in the same way. If, then, the object of

---

\*Editor of the Ladies' Repository, Cincinnati.

education is to discipline the intellect, to give it power, why should that discipline be denied to woman? We are not objecting to what are sometimes called "the accomplishments" of education. They have their place in the education of the youth of both sexes. They are needed to give refinement to what otherwise would be a *strong* but roughly developed intellect. But the *strength* is just as much needed to precede the *accomplishment*, or at least to go along with it, as the underpinning is to a house. In fact, no course of training deserves the name of *education* unless it starts the mind into activity, develops its powers, promotes its growth, and produces thought. There may be, indeed, specific studies which may lie without the line of a young lady's pursuits. It is the same with the young man. We can not all study every thing. All we contend for, and what we think must be patent to all, is, that in whatever relates to mental discipline there should be the same breadth and comprehensiveness in the system of female education as in that designed for the other sex.

This truth, which has so recently come into recognition, is already working wonders in the cause of education. Not only have female colleges come to be recognized as a fundamental feature of our grand educational system, but they are also something more than mere shadow. They stand forth equipped for work. The actual college armament—suitable buildings, apparatus, libraries, a comprehensive educational course, and able teachers—is demanded.

The portrait of one whose whole life was devoted to the practical solution of this problem, and that, too, with grand success, can not be unwelcome to our readers. While others were *theorizing*, discussing the abstract principles involved, the late President Wilber, by the patient labor of seventeen years, gave to the world a practical illustration of what may be accomplished in the education of woman. The Cincinnati Wesleyan Female College is said to have been the first chartered institution of the kind—not merely in the west, but in our country. It was the forerunner of an almost countless number which now honor every state and almost every great city of the west.

But while we honor the work, let us not forget the man.

The Rev. Perlee B. Wilber was born December 21, 1806, in Dutchess county, state of New York. At the age of seven he



went to reside with an uncle near Cayuga Lake, in the same state. Here he labored for many years on a farm. When he became of age he continued in the same occupation, and, being industrious and economical, succeeded in accumulating sufficient means to enable him to obtain a collegiate education. "The legend," says the Alumna, "of the plow-boy following his plow, on which is fastened a dictionary, he studying as he goes, is well authenticated, and indicates an early awakening, which resulted in a strong, unconquerable resolve." His academic course was pursued at Cazenovia Seminary, and his collegiate at the Wesleyan University, Middletown, Connecticut. He was a close student, noted for his intense application; and the result was that he rapidly advanced in his studies, maintaining in them a high position for sound scholarship. At this early period, too, he developed those traits of high-toned and conscientious moral integrity, which continued to be a crowning feature of his character through all his subsequent career.

It appears to have been his conviction, at a very early date, that he was called, in the providence of God, to labor especially in the educational department of the Church. To this end he directed his thoughts and his efforts. Immediately on leaving college he was employed in an academy at White Plains, then under the patronage of the New York conference. But before the close of the year he was elected Professor of Ancient Languages in the Cazenovia Seminary, where he had pursued his preparatory studies. In 1838 he was elected to the Presidency of the Buckingham Female Collegiate Institute, then under the patronage of the Virginia conference of the Methodist Episcopal Church. Thenceforward to the closing scene—a period of twenty-one years—he was prominently connected with the cause of female education. It is not a little remarkable that when, a youth in the seminary, he was required to prepare an original oration upon the occasion of his first appearance in public, he chose as his theme Female Education. This seems to have been a precursor of what was to be his life's work.

When, in 1842, it was determined to establish a female school of high order in the city of Cincinnati, President Wilber was invited to take charge of it. The school was opened on the first day of September, in a private room on the same street and but a

short distance from the spot on which this memoir is being written. The school was small in its beginnings, but organization and discipline were two elements that gave sure presage of ultimate success. From this small beginning, the institution has grown up to become one of the largest in the land, possessing a patronage almost unparalleled in all the west, and embodying a course of study extensive enough to meet the largest want, and at the same time thoroughly systematized and arranged. Indeed, the whole history of the institution, during the period of seventeen years, has been one of progressive development and success. Up to this date 2,879 ladies have been enrolled as students upon the college book, representing nearly every state in the Union. Of these 279 are now enrolled as regular graduates of the institution. Many of them are well known as writers of the highest order of talent, or women abounding in every good work. Not a few of them are "in the itinerant work" as the wives of Methodist preachers, doing good service in the cause of Christ. Some have become missionaries of the cross.

Mr. Wilber, as a teacher of young ladies, occupied a foremost rank; he was a most rigid disciplinarian, so much so that he was often thought severe, but a clear analysis of his principles showed that his actions were governed by a fine sense of what he conceived to be right; his chief endeavor in their education was to make them as well acquainted with life as possible, before they were called upon to cross its threshold into the real and active world. He was a man of great inflexibility and determination, one of his most marked characteristics being to do right, lead him where'er it would, and a more fitting monument to his memory could not be raised, than that success which has attended all his efforts. He was a member first of the Ohio and then of the Cincinnati conference, from the time he identified himself with the west. But, though recognized as a minister of standing and worth in the Church, it is but just to say that he ranked much higher as an educator than a preacher, in which vocation he was most unremitting, an earnest of that regularity and indefatigable application which characterized his whole life. He was retiring in his disposition—not fond of display—but choosing to be known and honored rather by the results of hard labor and faithful service.

We quote from one who was a co-laborer with him for seventeen years: "His avowed and primary object as a teacher was to prepare those who were intrusted to his care for the responsibilities of active life, to fit them not alone to shine in society, but to resist its temptations, to avoid its allurements, to fulfill its obligations, and to bear well the burdens and trials of life. He considered woman not as an angel to be adored, neither as a toy to amuse, nor yet as a drudge and slave, but as a human being, with a mind and heart capable of unlimited development. He sought constantly to induce habits of order and punctuality, looking at the ultimate interest of the pupil more than to momentary or present enjoyment. In the class he was clear, methodical, and observant, severe to the indolent, complacent to the diligent, gentle and considerate to the diffident or weak, and careful over the interests of all."

We cannot forbear another extract from the Alumna: "Our departed friend was a good man. And when we have said this we have said all, for who can intensify the meaning of that word good? It heightens our appreciation of his goodness to remember that he himself was never conscious of its possession, but labored diligently each day as though the results of eternity depended upon the passing hour. He was a man of marked individuality, possessing that iron firmness and intense determination which march straight on to the accomplishment of their ends over and through any obstacle which may oppose their course. It was these traits which men sometimes mistook in Mr. Wilber's character, calling them by harsh names, but which to us, who knew him best, constituted a crowning excellence of the teacher and the man. His contests between duty and inclination were all fought in secret, when no eye save One beheld; when decided the decision was final, and he came forth pledged to follow whithersoever duty might lead. If the tide of fashionable folly was rolling up upon his work threatening to destroy the labor of years and to blight ere their blossoming the hopes of years to come, that invincible will threw itself between the foe and his jealously guarded charge, in whom were centered his expectations of a perfected Christian womanhood, and with a tireless energy, which some men called blind impetuosity and others culpable austerity, toiled to avert the danger as only they toil who realize its fearful extent.

At such times he was guilty of no ambiguity in the use of terms; in expostulating with his pupils he called things by their right names, startling oftentimes by the wonderful power of our good old Saxon tongue to stir to its depths the inmost being."

The same writer referring to the Board of Trustees writes the following eloquent tribute: "Many of this Board are men who have carved their own fortunes in life, who have risen by their own unaided efforts, and who now, with other heroes like themselves, constitute in the commercial world an element of power. There is much of the sublime in the ministry of these men through long years at the fountain whose waters were denied their thirsting lips in early youth. When some future Harriet Hosmer—who shall arise, it may be, from our own ranks—shall seek for a subject, which, embodied in marble, may adorn a chosen niche of the fair temple that must at some not distant day arise upon the site of our present humble one, let her select this scene of the fountain and its manly guardians, as, battling still with prejudice and ignorance, they keep pure the living tide, ever crying to the daughters of the land, 'Come!' But let her not carve beneath it—'these shared the common fate of public benefactors.' The gratitude of two thousand educated women, who teach to their children the same emotion, is a reward for which sovereigns have longed in vain—a recompense the joy of whose unfathomed richness angels are ignorant of."

The death of Mr. Wilber was sudden and unexpected. A slight indisposition, from which no danger was apprehended, suddenly terminated in congestion of the brain, which in the brief period of thirty hours had completed its work. His system, shaken by his heavy cares and labors, sunk beneath the attack, with no power to rally; and the strong man fell into the slumber of death. From the nature and rapidity of the disease he left no verbal testimony. It was one of the afflictions of that dark hour that he could give no responsive utterance to the affection poured around him, nor tell of divine support and immortal hope. But no depth of despairing agony could for one moment doubt the undying affection of his heart. And his life—better than all utterances of speech—was a living witness of the truth of the Christian religion, giving assurance that, "with him, to die was gain."

"Serene, serene,  
He pressed the crumbling verge of this terrestrial scene  
Breathed soft in childlike trust  
The patient groan,  
Gave back to dust its dust,  
To heaven its own."

His funeral was attended in Wesley Chapel, where he had through so many years appeared in the midst of his pupils on the annual festivals of the institution. An immense concourse of students, alumnæ, patrons, and friends, indicated the public appreciation of the loss sustained in his death. A long procession followed him to the grave; and all that was mortal of Perlee B. Wilber now slumbers side by side with his departed little ones, in a beautiful cemetery in the suburbs of the Queen City of the west, awaiting the resurrection of the just.

---

#### EXTRACTS FROM THE DIARY OF A SCHOOL EXAMINER.

*Sept., 1853.* The usual attendance at our monthly examination. I notice some new faces, but more which have become painfully familiar. The old proverb begins to manifest its truthfulness in their case. For two long years their owners have managed to just reach the lowest standard for the lowest grade of certificate: that seems to be the limit of their ambition. Their dull eyes have not brightened up in the least: they wear upon their faces the old stereotyped expression of flat stupidity. There is the same awkward, cramped movement of head and limb as they sit at their desks, writing out in wretched scrawls their badly expressed answers to our questions. Hope we shall not feel very good-natured when we pass upon their "record of capabilities." I have fears that their light will not shine in the benighted regions of — Co. this winter.

There are others who come in with brisk, firm step: sit down at the first vacant desk, and business-like commence writing: ever and anon raising their eyes to read the next question written upon the blackboard. If a difficult one to answer, a shade flits across their countenances, as much as to say "there's a poser." Gradu-

\*We regret that the author of this article forbids that his name should be given. He is one of our most prominent town Superintendents.—*Ed.*

ally, however, their eyes begin to light up: the working of the brain-machinery induces a rapid play among the muscles of the lips, and a quick, nervous twitching of the eyelids. There, the problem is solved. Down go their heads, and one can almost see the answer assuming form and proportion as it runs rapidly off their fingers ends. I have passed judgment upon these already—reading their answers is a mere form.

Among the dull ones to-day, I noticed a new comer. Lank, ungainly, *outrè* in dress and manner, he took a seat with the rest. Having stared at the questions a long time, he at last hopelessly laid down his pen and brought his papers to my desk, saying "Please, Sir, excuse me—it's no use to try." I entirely coincided with him in this opinion, but encouragingly said, "Mr. Olds, study hard this winter, and next year perhaps it may be of some use to try."

Sept., 1854. The "new-comer" of last year has finally succeeded in getting a certificate. To be sure his answers were not all correct: his papers were crumpled by clumsy handling; and then *such* reading. But every alternate month he has come here—seemingly more for a word of encouragement and sympathy than for any other purpose—and asked permission to "try how many answers he could do." We have not examined his papers before, because he has never mustered courage to present them. More as a reward for perseverance than of merit, we have granted him a certificate for six months.

Sept., 1855. Mr. Olds present again. He has not favored us with his bi-monthly visits the past year; but to-day he brought a recommendation from his last winter's patrons, stating that "he is of a good morrel caructer, and mines his own Bizniss, and gives generall satus Facshun." Afraid he will become a fixture in the six months list or be numbered among the rejected. After examination was over I gave a short lecture on the importance of teachers improving their leisure hours: recommended several cheap works on natural history, &c., to be read carefully during the coming winter; and closed by giving notice that next year the standard of qualifications will undoubtedly be raised.

Oct., 1855. By chance met Mr. Olds on the street, in company with his father, I suppose—for when I urged him to go with me to the bookstore and purchase a selection from the books recom-

mended last month, the old gentleman sharply remarked, "He don't want no more books—better save his money." Not desiring to interfere with parental authority, I left them.

*Sept., 1856.* An unusually good class, though few in numbers. Having a little spare time after the written examination, I proposed the oral demonstration of a few mathematical principles. Mr. Olds sadly at fault and evidently much chagrined. Had a long talk with him concerning his associates, and the general character of the neighborhood in which his parents reside. Do not wonder at his dullness. On the contrary, begin to entertain a high respect for him—for I perceive he is struggling hard against adverse circumstances—and have promised to use my influence in getting him a situation in some intelligent neighborhood.

*Sept., 1857.* Do not now regret having interested myself in behalf of Mr. Olds, notwithstanding I was soundly berated at the commencement of our winter schools, by some of his patrons, for sending a "blockhead" among them. New associates, new books to read, new trials and new hopes have developed him wonderfully. His native good sense taught him to improve every opportunity to the utmost, and ere the close of his engagement he had won the esteem of every one. He has, despite the opposition of parents and associates, who thought it a foolish waste of time and money, attended a High School the past spring and summer, and this day has numbered himself with those who receive certificates for two years, the legal limit.

*Sept. 1859.* The inevitable Olds again. Not the ungainly boy that six years since gauged his own powers and declared them wanting, but a gentlemanly young man, with firm step and steady eye. His hard won reputation has gained our confidence, and we grant a certificate without examination. We wished to know something of his plans for the futuro. As we feared, he has ceased struggling for the best good, and rests contented with his mediocre attainments—a fair acquaintance with the common branches of an English education. His earliest teachings were too firmly fixed to be eradicated, and he has concluded to stop study for a while, (probably for a life-time, my fine fellow,) and, in accordance with the advice of his relatives, "save his money for a rainy day."

Sitting in my study after the vexations of this day's work, I feel too weary to attack the huge pile of papers before me: so as a rest from severer labor I spend a half hour moralizing upon the Olds family. Ten years observation in the same county has enabled me to witness the *genesis* and *exodus* of many of its members. Prompted by some good genius, they become disgusted with their social surroundings and determine to work their way upwards. Their struggle for intellectual life is frequently protracted through many years; often surrounded by those who sneer and ridicule them; predicting poverty, want and crime as the sure outcome. Some strive long and manfully, but a complete victory is rarely won. Who can endure an incessant warfare against adverse fates, with none to shout "onward," none to say "God speed?" The wearied brain becomes bewildered: the surrounding darkness is too dense for their untutored eyes to pierce through: so they listen to the evangel of "get and save;" and plod on in the track their fathers trod before them. Some, indeed, succumb without a struggle.

I do not wish to find fault with the industrious and economical proclivities of any people. To secure a competency is the duty of all. Yet when money making is allowed to override all other considerations its disastrous effects are witnessed not only in the intellectual and moral degeneracy of the miser himself, but like any other marked peculiarity it is handed down "even to the tenth generation." This is especially true of many members of the Olds family. My young friend started out with the determination to become a scholar: he commenced the accumulation of the necessary means to secure that end; and loaned out his hard earnings at a round interest. The first usury he received was like the "smell of blood to the lion's whelp." It roused the hereditary avarice handed down from his forefathers, and ever after his eyes were turned earthwards. The probability is that he, like Bunyan's Man with the Muck Rake, will go through life scraping together the dust and straws around him, heedless of the crown of glory freely offered by the good angel at his side. He will quote "a penny saved is a penny earned," not even dreaming there are pence to be earned and saved in other worlds than the material one. He might have torn himself loose from his early associations, and among strangers lived a true life—but he cannot tear



himself from this propensity; it is a part of his nature—if he do not crush it will push aside his better aspirations.

Still, all of this family cannot be said to lead “blasted and wasted lives.” The taste of the homoeopathic dose they have taken will linger upon their palates through all time. They have not won a *complete* victory, it is true, but their strivings have done them much good. They will not always travel the old road, but will deviate more or less from the beaten track, and always with good result. They are not *failures* by any means. I sometimes think I can understand the providence which creates them. They might, and had they met with proper encouragement, undoubtedly would have done better. Still, though they do not loom up as giants in the intellectual world, their influence is felt where most needed. I hear their voices joining in the rich chorus performed by country and village singing societies. I meet them at the Sabbath School, urging those younger than themselves to heed the teachings of the religion of Christ. They give tone and direction to the discussions of the district Lyceum. I know several “Squires” among them, and their docketts are at least legible, and make some pretensions to correct orthography. Soon I shall meet them at Agricultural Fairs, bringing in for exhibition better stock, larger, finer-grained squashes and juicier peaches than their neighbors. They will become leading spirits in district school meetings, and form active members of Township Boards of Education. My children’s children will prattle about them when they tell their mothers that “that good-natured, white haired old man came to school again to-day, and almost cried because little Jennie Olds couldn’t say her lesson. Wonder if he isn’t her grandpa?” And their words of cheer will never be withheld from those who dare to gird on a heavy armor and wield a mighty sword in the great battle of life.

Yet sad, sad,—what energies, what capabilities lie dead or dormant in the Olds family.

---

THE great Dr. Johnson was wont to say that a habit of looking at the best side of every event is far better than a thousand pounds a year.

---

## THE HEAD AND THE HEART.

BY W. H. YOUNG.\*

*The popular mind is attaching undue importance to the Intellect, to the dangerous if not the shameful and sinful neglect of the Heart.* For some time Christian teachers have been sounding the alarm and lighting the signal fires of danger, but still, among the masses, the passion for Intellectual Culture is running so high, that Emotional Culture in the child is practically, if not theoretically, ignored. The subject is not a new one, yet to-day it more than ever demands the serious and abiding attention of teachers and parents.

How shall we decide which should hold the higher rank, the head or the heart? the intellectual nature or the emotional? thought or feeling? One values an article by its cost. Perhaps most are ready to say, tried in such a balance thought will weigh the heavier: for while one is the fruit of severe labor, the other is of spontaneous growth. But is it just to compare labored thought with a passing emotion? Let judgment be founded on justice. If we are to consider the fitful feeling of the hour, let us place it side by side with the wandering vagaries of the clown. But if we are pointed to that mental acumen which years of discipline have prepared to detect fallacy in its most specious form, then let us meet it with that sensibility of feeling which years of culture have taught to rightly interpret the unspoken wants of the dying invalid, and grant unasked pardon to the heartstricken and penitent wrongdoer. If we are referred to that capacity of mind which a lifetime in the great treasure-houses of nature has enabled to take within its grasp the wonders of earth and sky and sea, then I would point to that greatness of soul which a life's intercourse with nature's God has taught to drink in beauty from every flower, majesty from every oak, sublimity from every thunder-storm, humility from every blade of grass, meekness from every tender lamb, faith from every rainbow's arch, hope from every budding rose, charity from every neighbor's fault, love for man from every sigh, and love to God from stormy as well as sunny skies.

---

\*Professor in the Ohio University, Athens.

Another makes *rarity* the gage of excellence. But if it be said emotions are common as hearts, it may be replied thoughts are thick as brains. If the scarcity of Alexanders and Cæsars, Aristotles and Ciceros be alleged, we may respond they were more numerous than Socrates. If the fewness of Gallileos and Bacons, Humboldts and Newtons is vaunted, they were more than Wilberforces and Howards.

Again, we value commodities according to the speediness of the returns they make. Here it is confidently claimed the head has the advantage of the heart. Not so fast: The grand object of human thought and effort is happiness. Let the head and heart be separately trained with this in view. When the former work is done we have a commodity upon which it is expected to realize happiness. When the latter is completed we have the thing itself. Head culture brings a real estate investment which it is hoped to turn into money. Heart culture brings the clean cash.

But men are so partial to *power*, let the head and the heart enter the lists for this. A book has been written to prove that "Knowledge is Power," and McKnight has made some strong points in proof that knowledge is the basis of national strength, and yet another Author very clearly teaches that the meek are to inherit the earth. All men admit that wisdom is a power in the world, and the wisest of men has taught that the fear of the Lord is the beginning of wisdom. So the first, the primary lesson in wisdom is taught in the heart. Newton was mighty in intellect, but had not Diamond burned his papers we had never known his greatest power. Man boasts his intellect but gives heart to woman, and yet what man ever had the power of endurance a woman has? It was a great power that traced out the calculus of curves, but there is a greater that can meet insult with a placid brow and scorn and hate with a look of love. It was a great thing to tame the fiery lightning, but the unruly temper is worse than the death death dealing thunder-bolt. We admire the intellectual power that has numbered the sand, weighed the moon, measured the sun, counted the stars and traced the comet in its errant path, but what shall we say of the *heart* power that rescues the bad woman from the jaws of death, lifts the inebriate from the gutter's filth, gives the pest house an air of comfort, ministers at the stranger's bed of suffering, cheers the home of poverty, soothes the frenzy

of the madman, assuages the grief of the broken-hearted, and provides a home for the widow, the friendless and the orphan?

Wisdom and power are not Deity's divinest attributes. *God is Love.* We may listen with awe when it is sublimely announced "In the beginning God created the Heavens and the earth," but the great heart of the world has been leaping for joy ever since it was said "Come unto me all ye that labor and heavy laden and I will give you rest."

And in what the Great Teacher says of the poor in spirit, the mourner, the meek, the seekers of righteousness, the merciful, the pure in heart, the peace-makers and the persecuted, the secret almsgiver, the lover of enemies, &c., what is promised to power of intellect? and what is not promised to goodness of heart?

And yet how little do we recognize all this in our educational views and practice! A precept now—a bad example,—and then a moral lecture. Reproof yesterday, indulgence to-day, and punishment to-morrow. A rule laid down this week, a rod laid on next, and then both laid aside for a month to come. Let me review with that father and mother, who are bending all their energies to the intellectual development of their children, a single day of your own home-life?

In the morning if the little folks keep out of the way—I don't mean on the street—but out of your study, from under your feet, in the yard, cellar, garret, *anywhere* that is proper, until school-time, you are then glad to see them on their way to school. If they come home good-natured you are glad to have them go off by themselves and play until bed-time. Then a hasty "Now I lay me down to sleep," and a happy "good night, father; good night, mother," and you are glad the day has passed so well: not thinking how many little seeds of pride, vanity, envy, deceit, rebellion and selfishness have been sown, since morning, in the rich soil of their young natures: nor of the hundred little battles that have been fought by the good and bad spirits in their unsuspecting bosoms: nor whether the debit or credit side of the balance sheet of good and evil shows the greater gain for the day's operations between their childish hearts and the world. You have satisfied yourself as to John's arithmetic and spelling, but did you inquire about his generosity and truthfulness? You are encouraged by Mary's report of reading and grammar, but what of her modesty

and sweetness of temper? Lucy took William's place at the head of the class. They have been rivals for a year. Do you think how effectually envy, selfishness, pride are being engendered by this rivalry? Kate and Jennie had a bitter quarrel last winter. They do not speak. Do you consider how this protracted ill-feeling is banishing from your daughter's heart the bright angels of forgiveness, meekness, humility, charity and love, and inviting within its sacred walls the blackest and the foulest spirits that roam the desert wastes of our fallen humanity?

While thus the education of the intellect is carried on day by day, month by month, through all the years of childhood and youth, at the enormous cost of health, often, to the child, daily sacrifice to the parent and millions to the State, we almost universally and habitually leave the training of the heart to the fortuitous circumstances of native disposition, youthful companionship, our own convenience and—temper. The fountains of feeling that ought to be sending forth gushing and copious streams of peace and happiness, joy and love, are allowed to dry up entirely, or become covered with the thick scum of sickly sentiment or poisoned by the deadly views of self-love. The sensibilities, that need to be trained to the slightest touch of a brother's sorrow and a sister's grief, and yet to bear with the tri-fold strength of brass the rudest storms and tempests of life, become, too often, deaf to the sigh for needed sympathy, and dumb to the wounded heart that often needs only the balm of a single note of love. The affections, like the neglected vine, are left to grow crooked and scrubby and fasten themselves to the poke-weed and sun-flower stalks of sensual pleasure and the showy but empty follies of life, while they ought to be climbing upwards and entwining themselves around the mighty oaks of truth and virtue and the deep-set pillars of faith and love. All this and infinitely more is embraced in culture of the heart. Yet how little of it enters into the popular conception of education? \* \* \* \* \*

The child's heart was made transparent as glass, plastic as clay, impressible as wax, that it might be easily moulded for usefulness below, and happiness above. But every year, as the outer world gains upon it, it becomes less transparent, less plastic, less impressible to those gentler, softer influences of parental care and love that in childhood hold such unbounded sway. Oh, that

parents, and teachers, too, might feel the importance of *heart* education in the infant and childhood days of life! I would not have less done for the intellect, but more for the soul. Be not less attentive to the faculties of the mind, but more engaged for the graces of the heart.

We admire and wonder at the capacity, fertility and power of the mind, and this admiration and wonder have led us to analyze its powers, classify its faculties and study its modes. But the heart more secret in its workings, more complex in its structure, more intricate in its bearings, and more delicate in its sensibilities, seems to escape our notice except in its grander movements and its wilder manifestations. We then look on with wonder and amazement; perhaps, with grief and pain; perhaps, with horror and disgust, but soon turn us again to what seem the things of a more actual life. How blind and how fatal a mistake, when heart is the main-spring to all that is great and good, as well as the passage-way to all that is wretched and vile. Why in the great Temple of Humanity, while the body was intended as the court of the Gentiles, and the Intellect the Holy Place, the Heart was assigned for the Sanctum Sanctorum, or Holy of Holies, where should ever dwell the Shekinah or visible presence of the great Architect Himself. To be sure a worse than Egypt's idolatrous king has profaned the holy places and set up his altars there: but there is hence the greater need to bring to bear all our powers to cleanse and purify the great heart of the world, that the spirit of God may again shed upon it the rich effulgence of his glory.

Nor is there here any invasion of the territory of the minister of the Gospel or assumption of the prerogatives of spirit of Grace. The infant heart is as entirely subject to the laws of gradual and systematic culture as the infant mind, and tenfold more liable to the ruinous influences of neglect or abuse. There is a beautiful and instructive analogy running through the whole system of Education, physical, intellectual and emotional. And as the gymnast by his dumbbells, his parallel bars, his ladders, vaulting poles, &c., seeks to call into action the whole physical man, and develop that strength of effort, power of endurance and skill of execution which characterize perfectly developed manhood; as the true teacher by his disciplinary methods of instruction seeks to bring

call into action the whole physical man, and develop that strength of effort, power of endurance and skill of execution which characterise perfectly developed manhood ; as the true teacher by his disciplinary methods of instruction seeks to bring into play whatever goes to make up man's mental constitution, and thus develop all that power and greatness and excellence that mark the man as an intellectual being ; so the parent and teacher, to whom are entrusted the heart's culture, are bound under a responsibility that knows no estimate, to seek, by a well devised system of moral discipline, to check every wrong tendency, restrain every froward inclination, subdue every evil passion, encourage every noble aspiration, strengthen every good desire, deepen and intensify every holy emotion. All this until man becomes that pure and loving and holy being that was made in the image of God. If I have placed the mark high, my justification is that man's destiny is a lofty one, and his Maker has made him in a very important sense the means of his own elevation.

As to systems or methods of moral culture scarce a hint can be added. Moral precepts dealt out by the dozen lines, or moral stories timed by the minute hand of a clock, are apt to be husks from which the wheat has all been threshed. The Christian may boldly announce the name of Jesus Christ as the only branch that has efficacy to sweeten the bitter waters of man's fallen nature. This name is to be held up by every father, every mother, every teacher, before every child, until it is written, aye! deeply graven as in a rock with a pen of iron, upon every heart. But this does not mean that every parent shall become a pharisee, every teacher a priest, every recitation-seat an anxious bench, every counting frame a rosary. No indeed. I claim to be an earnest advocate of the fitness of things. It means simply this. When the Christian parent or teacher reads at the family altar or in the school room, "Blessed are the poor in spirit, the pure in heart, the merciful, the meek," he shall exhibit in every movement, act and word the holiness of spirit, meekness of disposition, and purity of heart of him who preached that matchless doctrine. And when it is read, "Ye are the salt of the earth," "the light of the world," let the life prove the salt has not lost its savor, and let it shine in the shop, at the fireside, and the school room, as a city that is set on a hill. And when further on he finds "Do not your alms before

men, pray and fast not as the hypocrites, lay not up treasures on earth, take no thought for the morrow, judge not," let him remember the house that was founded on the sand. And finally, when those divinest words in the whole teachings of the Son of God, because so triumphantly vindicated and exemplified in his own life, sufferings and death:—those words, "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them that despitefully use you and persecute you:"—when these words are spoken, if they are echoed by a heart that has tried their power, and reflected in a life that daily proves their excellence—if they are illuminated by the light of the word and accompanied by the unction of the Spirit they cannot fail to have a potency for good which no arithmetic can estimate, no language describe. The infant mind may learn from the tongue and the printed page, but the infant heart, whether we will it or not, is ever studying its lessons in the life that is lived around it.

There is such a thing as childhood piety\* which needs to be carefully engendered, and religiously and unremittently cultivated from the cradle to those years of discretion when the heart may enter upon a higher and maturer life of Christian experience. It is this childhood piety which must be made at once the object and end of any effectual system of moral culture in the child-heart. Its study-room must be the play-ground, the home circle and the school room. Its text book must be, as said above, the life that is lived around it, and its recitations are the outward manifestations of its own inward growth and existence. Its means are recorded in a book to be read at the last day; and upon these will depend whether to either pupil or instructor it will be said "*Go up higher..*" Is any but the Christian parent and Christian teacher prepared to meet such a responsibility!

---

\* I do not use this word in an exclusively religious, but in a combined religious, moral and filial sense, as in the latin *pietas*.

---

**HARD READING.**—Some industrious Gael is making a collection of books printed in Welsh. He has gathered together some 3,000 volumes. The dialect of the Gaelic spoken in Wales is a compound of hissing, gurgling, and snorting, wholly undescribable and unpleasant to Anglo-Saxon ears. Take half a dozen *sibilant* snakes, a couple of porkers, and a turkey gobbler, put them all in a pen and stir them up briskly with a sharp stick, and you will get out of them a very fair imitation of the Welsh language.



## ONE OF THE NEGLECTED STUDIES.

BY REV. ROBERT ALLYN.\*

For many months I have been meditating an essay for the *Monthly*, but have hitherto been hindered. The matter for one was in my mind and often at my fingers' ends. And even now time forbids anything elaborate. Indulge me in a few words on one of the neglected duties of school life and education. Education is here named because this is carried on both before and after school life commences, as well as out of the school room and school life proper. I refer to accuracy in the pronunciation of the elementary sounds of the English Language. Not long ago at a Teachers' Institute I asked "how many elementary sounds in the English Language?" The answers from about a hundred voices varied, all the way from twenty-six to forty-six. After some further questioning and a little trying of sounds, they at last divided on the numbers from thirty-nine to forty-six. And when they were asked to make them, not one could do it, and many of the teachers actually knew no difference between the *names* of the letters and the *powers* or sounds of those letters, and some of them had never suspected that there was any difference, or that the *character* was at all different from the *name* or the *power*.

Now here is a matter that has been sadly neglected by our teachers, and that deserves the careful attention of all who would speak the English Language with any degree of propriety whatever. Our little scholars ought to be able to make all the sounds of our English letters and to know them just as readily and as certainly as they can know and make the written or printed characters. The *form* of the letter is seen by the eye, and, when written, it is made by the hand. The sound of that letter, or its power, is known by the ear, and, when spoken, it is made by the organs of speech. Now, while it is by no means necessary that the child shall be told all about this, in so many words, it is, nevertheless, highly important that he should know both the forms or characters, and the sounds or the natures or the powers of these letters.

This is one reason why reading is such a difficult affair to so many persons. They do not know how to connect the sounds of

---

\*President of the Wesleyan Female Seminary, Cincinnati.

the letters with their forms. In English we have *twenty-six* characters, and the most rigid analysis makes forty-three sounds. Some make more and others less. But this number is near enough for our present purpose. Learning to read is but learning to translate these characters into their proper sounds, and in order to do this with ease and distinctness, the child's ear must be taught to discriminate, his mind must be enlightened to know and decide, and his vocal organs must be made obedient to his will, so that when he hears a sound he can tell if it be the true one, and can repeat it at a moment's warning.

Many are the arguments for this course. A few may be named. Nothing, in the first place, so readily marks the well-bred lady or gentleman as this accurate making of the sounds of the letters, or in other words, the correct and clear pronunciation of letters and words. Let a person say "ceow" instead of "cow," or "seouth" instead of "south," and you set him down as having been a clown at some time of his life, or if not exactly a clown, he certainly has been brought up in some out of the way place, and in a low class.

Then again there is not so good a foundation for all the minor morals of cleanliness, politeness, and truthfulness—if these can be called with any propriety *minor*—as this accuracy in speaking. If a man is exact in giving each word all that belongs to it, he will be very likely to give to his neighbor all that is due to him. But if he clips his words or defrauds them of what they by right possess, and confounds them with each other he will be very likely to cheat his customers of what they ought to have, and to confound his own and his customers property, being very liable in his haste always to appropriate to his own private uses more than belongs to himself. This depriving words of a head or of a posterior, is a sort of barbarous and heathen practice that can by no means be reconciled to humanity and Christian charity, to say nothing of honor and justice. To cut off the *d* from *and* and thus translate from a conjunction into an article or an adjective, to melt and deform "are not," or "is not," or "am not," into "aynt," or to cocknify either of them into "haynt," is certainly as rascally and as mean in morality as it is slovenly in manners, and inelegant in a literary point of view. And yet how many are the "model teachers who do it? And many a one who never commits such a crime—for it is not less than a capital literary or professional crime—permits

it in his pupils. Reform, reform, my brothers, in this matter ; and insist that your pupils shall speak the English language with correctness and beauty.

Reform yourselves, and pronounce your words in full, with clearness and precision. And then insist on your scholars doing the same thing in their recitations, in all their readings and in all their conversations, at least within your hearing. Watch them and watch yourselves, and try to bring about a revolution in this matter so essential to all correct scholarship and grace. The playground should be carefully noticed, and every child should be compelled to know what a correct pronunciation is, and should be made to adopt it. To be sure many of them will not be properly taught at home. But that is an additional reason for greater emphasis on this topic, and for greater strictness in and around the school house. The school is the only chance that many will ever have for acquiring anything like elegance, or even tolerable correctness in the use of language. And if our teachers do not enforce it, our schools will not accomplish what is to be expected of them. I do not believe there is any thing to which the half so much importance can be attached as to this. What do we want schools for ? Why evidently, in the first place, to make good readers and speakers of the language to which we are born. Geography and Grammar, at least in their common and technical sense, Arithmetic, Philosophy, Algebra and all other branches, are in my opinion as nothing in comparison to this.

Make the children speak the language properly. Make them read well and I will venture to go bail for them that they will learn all else that shall fit them for being gentlemen and ladies, and scholars and good business men and women, when the time for those things comes. But let them read badly and pronounce wretchedly, and you never can elevate them above the rank of clowns, by any of your patent modes of teaching, or by any or by all your modern and patent sciences. I am an old foggy on this point. I want reading and speaking first, and science afterwards.

---

Alphabetically speaking, a man should be affectionate, bold, candid, daring, enterprising, faithful, grateful, honorable, indefatigable, just, kind, loving, moral, noble, obliging, polite, quick, religious, sociable, truthful, upright, valiant, watchful, exemplary and zealous.

## REFORM AND REFORMERS.

BY EDWIN REGAL.\*

The average of mankind like less to be taught than tickled; and however humiliating this truth may appear to the moral or intellectual teacher, pride of race should not prevent his recognition of it. Hence he who declines to run *a muck* with some fancied grand two-edged sword of truth, and has wit enough to sugar-coat the bolus of regeneration, will find men, (childlike,) not only willing, but anxious to be cured. The demand of the spiritual doctor, "Down with it! all the better for being nauseous," was, I submit, with due respect to my methodical ancestors, a system of Popery as well as of quackery.

I do not mean by this that truth is never unpalatable. The experience of mankind teaches that in morals as in medicine the *moxa* is sometimes needed; that sometimes we must cauterize corrupted parts before we can cure. But experience again proves that mankind are more easily inveigled than driven; that human souls can be seduced to dance down the highway of perdition, when they could by no power, human or divine, be forced up the pathway of light.

The truths of Morals are as unyielding as those of Science or Mathematics; in one sense they may be said to be imperative in their demands. This view refers, however, not to our presentation or enforcement of truth, but to its own enforcement upon the individual soul.

Nothing but a divinely authenticated commission can warrant any one in heaping denunciation and reproach upon his fellows by the wholesale, because they hold what he may call a conservative position.

Many reformers imagine themselves martyrs for humanity and the spirit of reform, when they are only defeated in self-willed projects, the offspring of enormous conceit.

The motive prompting the advocate of radical change in human affairs should receive his most careful scrutiny. If disgust with men or measures; if impatience of the seemingly narrow and well-

---

\*Principal of the McNeely Normal School.

trodden field of legitimate human effort ; if vanity in the possession of some new view of truth ; if the ambition of becoming a leader of men instead of a patient follower of truth, actuate him he may well question the authenticity of his mission, lest, like Uzziah in Holy Writ who thought to stay the falling ark with a forbidden touch, he fall a victim to his own temerity.

The Great Teacher illustrated by his life and teachings the spirit of the true reformer. So long as his hearers possessed any degree of sanity, the soft voice, the apt illustration, the gentle reproach, the compassionate appeal were all-powerful, to guide the erring, subdue the haughty, and comfort the unfortunate.

Conservators may sin, as well as radical reformers. A Jewish Sanhedrim could not be more Pharisaical than is the Orthodox ;— of so straight a faith that he leans backward, and his sublime gaze is elevated above the wants of common mortals. Society holds the reformer strictly to account, and justly, too ; but is too well satisfied, herself, with the dictum that there is always a presumption in favor of existing systems, customs, and modes. The sin of *old foggism* is in taking presumption for proof.

Every true teacher is in some sense, if not in the current one, a reformer. The awful responsibility of the entire formation and direction of human character he does not have by virtue of his position as a teacher. A thousand influences are at work at home, on the street, in the play ground as well as in the school room forming the character of the impressible child. Looks, tones, words, and actions strike deep into the heart and influence the action of the child. Wicked as is the world and numerous as are the wiles of Satan, who will venture to say that the teacher need not be a reformer? Not only is the intellect to be trained, and the “twig” “bent” aright, but the affections are to be drawn out and the whole life purified ere the teacher can say his work is done.

Parents too often think their children need only instruction, and sometimes complain loudly that the teacher neglects his teaching to talk morals to his school. Some teachers, too, (may their shadows ever grow less,) think their whole duty done when they teach Arithmetic, etc., and *keep a still school*. The formation of true men and women, with generous impulses, of noble deportment and moral heroism seems to them a matter of small importance.

There is one consoling view which the teacher may and should take when comparing his labor with that of other reformers, for instance, the preacher of the Gospel. The one works with the plastic nature of childhood, easily moulded, and ever responsive to the touch of the master-workman ; the other must work chiefly on the hard heart, the indurated habits, and the uncurbed propensities of manhood. The teacher should rejoice that he possesses the opportunity, and should earnestly strive for the power of ennobling and purifying, as well as instructing humanity.

---

FRIDAY NOT AN UNLUCKY DAY.—Americans, at any rate, have no reason to be afraid of Friday. Mr. Timbs gives us this catalogue of fortunate circumstances occurring on that day: "On Friday, August 31, 1492, Christopher Columbus sailed on his great voyage of discovery. On Friday, October 12, 1492, he discovered land. On Friday, January 4, 1492, he sailed on his return to Spain, which if he had not reached in safety, the happy result would never have been known, which led to the settlement of this vast continent. On Friday, March 15, 1493, he arrived at Palos in safety. On Friday, November 22, 1493, he arrived at Hispaniola, on his second voyage to America. On Friday, June 13, 1493, he, though unknown to himself, discovered the continent of America. On Friday, March 6, 1496, Henry VIII. of England gave to John Cabot his commission, which led to the discovery of North America. This is the first American State paper in England. On Friday, September 7, 1563, Melendez founded St. Augustine, the oldest town in the United States by more than forty years. On Friday, November 10, 1620, the *Eay Flower*, with the Pilgrims, made the harbor of Provincetown; and on the same day they signed the august compact, the forerunner of our present glorious constitution. On Friday, December 22, 1620, the Pilgrims made their final landing at Plymouth Rock. On Friday, February 22, George Washington, the father of American freedom, was born. On Friday, October 7, 1777, the surrender of Saratoga was made, which had such power and influence in inducing France to declare for our cause. On Friday, September 22, 1780, the treason of Arnold was laid bare, which saved us from destruction. On Friday, October 20, 1781, the surrender of Yorktown, the crowning glory of the American arms, occurred. On Friday, July 2, 1776, the motion in Congress was made by John Adams, seconded by Richard Henry Lee, that the United Colonies were, and of right ought to be, free and independent."

[From Lewis' Gymnastic.]

HORACE MANN.—The following letter from Mrs. Mann will meet with an affectionate welcome from all good people. While the hearts of all the true and Christian are oppressed with sad reflections and grief over the loss of that incomparable man, I shall attempt nothing eulogistic which might disturb the sacredness of our reminiscent contemplations, but will simply say, that his most precious thoughts on the subject of education will, from time to time, find a place in this journal. No man, so far as my reading enables me to judge, has spoken so well on the subject of Physical Education. To republish and diffuse far and wide his invaluable testimony on this important theme, had not a little to do with the establishment of this paper. I cannot read many of Mr. Mann's lectures without an irrepressible desire to place them in the hands of the whole world.

Mrs. Mann has kindly consented to furnish for the columns of this journal such unpublished papers from Mr. Mann's pen as might prove consonant with my general purposes.

CONCORD, September 19, 1860.

Dr. LEWIS: Dear Sir—I am greatly interested in your proposed plan, and most heartily give you a God-speed. Physical Education, as you know, is a subject in which my husband was ever most deeply moved. Your system of training is substantially the same as that he desired to introduce at Antioch College, but the beautiful social games which constitute so prominent a feature in your system, gives it a great advantage.

Immediately after the Commencement exercises of June, 1859, he said, "And now for the gymnasium." Three thousand dollars were necessary to erect the required building, and he said, "I will give a thousand dollars." He at once began a plan for the Gymnasium, but his illness prevented its completion.

It had been a cause of very deep regret with him ever since the opening of the College, that there were no funds to be devoted to Physical Education, which he esteemed as highly as you do, always saying that health was one of the foundations of good morals.

He had also come to the conclusion that gymnastic exercises on the ordinary machinery were injurious, or at least dangerous, and considered the free exercises of Ling an immense advance upon them.

I am looking over his papers, and if I find any unpublished remarks upon this subject, which I think would be useful to you, they shall be forwarded for your paper.

Yours, with much respect,

MARY MANN.

EARLY VICE.—Lord Shaftesbury recently stated as the result of his personal investigation, that "of all the adult male criminals in London, not two in a hundred who lived an honest life up to the age of 20, afterward enter upon a course of crime," and that "almost all who enter upon such a course, do so between the ages of 8 and 16."

## Mathematical Department.

### SOLUTIONS.

No. 2. Mr. J. Goldrick, has sent the following results, which agree now with Mr. Morgan,  $n=68\ 274+$ ,  $=m50.98-$ ,  $3=40.746-$ . His oversight was of the same nature as in the solution of M. O. S. in the June Number, but which was corrected in the September Number:

CORRECTION.—In the examiners' problem  $p\ 274$ , 338 should be 332.

No. 13. Solution by A. P. Morgan.—Let  $x$  = required distance, then  $\sqrt{x^2+25}$  = distance of the eye from foot to pedestal, and  $=\sqrt{x^2+156\ 25}$  = distance of the eye from top of station. We then have  $\sqrt{x^2+35} : \sqrt{x^2+156\ 25} :: 50 : 80$ , whence  $x=99.875$ .

[This was also solved by James Goldrick.]

No. 14. Solution by M. O. S.—Calling the face of the note 20 we determine, by a little reasoning, that the Banker gave 16 for it, and hence it was discounted for  $2\frac{1}{2}$  years. If the note had been drawing interest its value was 23. Therefore his gain per cent for  $2\frac{1}{2}$  years was  $7-16$  of 100 or  $43\frac{1}{4}$ , or  $17\frac{1}{2}$  for one year.

[Goldrick gives a different result, possibly from his using *true* instead of *bank* discount. Morgan gives  $43\frac{1}{4}$  per cent. as his profit.]

No. 15. By N. S. Werts.—Reduce  $\frac{2\frac{1}{2} \text{ of } 2\frac{1}{2}-\frac{1}{2}}{1\frac{1}{2} \text{ of } 5\frac{1}{2}-\frac{1}{2}}$  to  $\frac{1}{4}$ .

N. B. The solutions of Nos. 10, 11 and 12 will be given next month.

Send in more problems. Our contributors must blame the publishers for the many numerical mistakes that have occurred in this department, for I do not have an opportunity to correct the proof sheets.—*Ed.*

### PRIZE PROBLEM.

A tree 150 feet high, standing on a hill, breaks off, leaving the broken piece still attached to the remaining part; so that the top strikes 35 feet down the hill, and the horizontal distance from the foot of the tree to the broken piece is 20 feet: where did the tree break?

[We have made this problem from a diagram sent us for solution by M. Judson Vincent, of Summerfield, Mich. He says, "I will give to the one effecting the best, and happiest, solution a copy of 'Brandé's Encyclopædia,' a book worth \$4.00. I am to be the judge of the solutions, and you may be the judge of what ones are worthy of a publication to obtain said prize."]

CORRECTION.—Several correspondents have been trying to solve the problem about the mean value of the radius-rectors of an *eclipse*. The compositor having never heard of an *ellipse*, but having probably seen an *eclipse*, thought we were wrong in writing *ellipse*, and for this reason we conjecture he made the change. We saw the mistake, but did not take the trouble to correct it, for we thought that our correspondents would notice the blunder by the nonsense of the problem.



## Editorial Department.

---

### BOOK NOTICES.

A NOTE TO AUTHORS AND PUBLISHERS.—1. When works of intrinsic worth are sent us, we will give them a brief, but fair notice in our pages, and regard the books received as a value received—an equivalent for the service rendered. 2. All school books and other works, which are or may be advertised in the *Monthly*, though of no value to us, will receive due notice as soon as practicable after their receipt. 3. School books and other works of no value to us, and which are not advertised in the *Monthly*, we prefer not to receive, and can not notice.

A KNOWLEDGE OF LIVING THINGS, with the Laws of their Existence. By A. N. BELL, A. M., M. D. New York: Bailliere Brothers, 440 Broadway.

This is a well written work upon a subject which is worthy of far more attention than most people bestow upon it. The illustrations are particularly neat and attractive.

THE PHILOSOPHY OF NATURAL HISTORY. By JOHN WARE, M. D. Boston: Brown & Taggard.

We have had time but for a cursory examination for this work; but we have formed so favorable an opinion of its character that we purpose to read it more carefully when we can command the time.

THE TEACHER'S FRIEND. By Orlando C. Brown. Cincinnati: Applegate & Co.

We judge that this will prove a most valuable "Friend" to every "Teacher" who shall form its acquaintance. It is a treasure-house of suggestions which Teachers may employ for the instruction and delight of their pupils. It contains an appendix of forty pages, upon Calisthenic Exercises, by W. T. Ross, which alone is worth the cost of the book.

ENGLISH COMPOSITION. By James R. Boyd, A. M. New York: A. S. Barnes and Burr.

Professor Boyd is extensively and favorably known as an author. Few men have done more for the cause of education. We are impressed with the opinion that this work on "Composition" will meet general acceptance. We know of no better work of the kind for "Academies and Schools."

MANUEL OF GEOLOGY. By Ebenezer Emmons. New York: A. S. Barnes & Burr.

Very few men have acquired so just a fame as a Geologist as Professor EMMONS. For many years he was Professor of Natural History and Geology in Williams College. Subsequently he held the office of State Geologist of New York, and he now holds the same office in North Carolina. This Manuel has been prepared with care, and is illustrated with numerous engravings.

**A HIGHER ARITHMETIC;** Embracing the Science of Numbers, and the Art of their Application. By A. Schuyler, A. M., Principal of Seneca county Academy, and Professor elect of Mathematics in Baldwin University. New York: Sheldon & Co. Cleveland: Ingham & Bragg, 1860.

It is not an hour since this work was laid on our table. We have not read a word beyond the title page. But from our knowledge of the author we have confidence that it will take a front rank among Arithmetics. Mr. Schuyler is a Mathematical genius, and, unlike most geniuses, he is abundantly supplied with common sense. This is no unimportant quality in an author of school books.

**PRESTON'S BOOK-KEEPING.** A Treatise on Book-Keeping, by Double and Single Entry, etc. By Layman Preston. New York: Collins & Brother.

This is a new edition, rewritten, of an old and well known work. Its character is too thoroughly understood, and its excellencies too generally appreciated to need fresh commendations.

**A COMPREHENSIVE DICTIONARY OF THE ENGLISH LANGUAGE.** By Joseph E. Worcester, L.L. D. Revised with important Additions. Boston: Swan, Brewer & Tileston. Cleveland: Ingham & Bragg.

This work comes to us with the autograph of the author. It was first published thirty years ago, and in this long interval it has received numerous revisions and improvements. For all ordinary uses, a Dictionary of the size of this,—8vo. pp. 608—is far more convenient than the "Unabridged" edition, which is about as much as a man can lift. To those who persist in spelling traveler, and all that class of words, with two ls, we commend this well-printed Dictionary. On the whole, our own preference is on the side of Webster; but the opinion of the best scholars in Ohio seems to be about equally divided between the rival works.

For every reason *but one*, we desire the coming of the Millennium, when universal peace shall prevail. We are apprehensive that when *wars* shall cease, and the publishers of Webster and Worcester "will lie down together," (instead of lying separately,) our advertising patronage will fall off. But the signs of the times threaten no immediate danger. We are confident that these gentlemen will promote their own interests by continuing their "irrepressible conflict" on the fair pages of our prosperous *Monthly*.

**HAND-BOOK OF UNIVERSAL LITERATURE.** By Anne C. Lynch Botta. New York: Derby & Jackson.

The gifted authoress has laid the reading public under no slight obligations by furnishing this convenient Hand-Book of the literature of all ages, nations and languages. It is a key to the vast store-houses of the learning of the world. Those who have time for but a limited examination of "universal literature," will find this work of great advantage, while those who wish to take a more extended course of reading, will be directed in the way by this guide.

**POETS AND POETRY OF THE WEST:** with Biographical and Critical Notices. By W. T. Coggeshall. Columbus: Follett, Foster & Co.

The volume before us—sumptuous in purple half-morocco and gilded crest—a portly, handsome, well-proportioned volume of nearly seven hundred pages—is the fruit of a zeal and diligence, which we cannot too highly praise. Mr.

Coggeshall has performed his arduous task well—evoking an actual, palpable presence of Western poetry out of a chaos of old newspapers, magazines, forgotten first-books, and dormant manuscripts. He has given a local habitation and a name to many a harmless song, and has done a vast deal in personal history, that shall be valuable hereafter. It is hard to touch at once the very worth of this book. One hundred and fifty poets (belonging to Ohio, Kentucky, Indiana, Michigan, Iowa, Wisconsin, Illinois, Minnesota and Kansas,) are represented—and the gamut of verse from the notes of genius to the breathings of the mere poetaster, is run. For, “it has been the intention of the editor,” he tells us, “to include in this collection every person legitimately belonging to the west, who has gained recognition as a writer of reputable verse.” The range is a very wide one; but the selections, keeping this fact in view, are admirable. A better book (speaking after the cold blooded critical manner,) could have been made by leaving out half the writers included; but it would not have been a representative book, nor so valuable and interesting to all kinds of people. It has been full of pleasant and proud surprises to us,—in the number of familiar and beautiful poems we have encountered in it—and it will be so to all who read it. Teachers will find it an excellent work from which to read practical selections to their pupils; and we suggest it to them. Every educated person should have a copy of it.

The book is sold only by subscription.

**THE CITY OF THE GREAT KING; OR JERUSALEM AS IT WAS, AS IT IS, AND AS IT IS TO BE.** By J. T. Barclay, M. D., Missionary to Jerusalem.

**PALESTINE, PAST AND PRESENT; With Biblical, Literary and Scientific Notices.** By Rev. Henry S. Osborn, A. M., Professor Natural Science in Roanoke College, etc.

**PLANTS OF THE HOLY LAND, WITH THEIR FRUITS AND FLOWERS.** Beautifully illustrated by original drawings, colored from Nature. By Rev. Henry S. Osborn.

**HADJI IN SYRIA.** By Sarah Barclay Johnson.

**NEW MAP OF PALESTINE; AND SEVEN MILES AROUND JERUSALEM.** Both by Rev. H. S. Osborn. **JERUSALEM AND ITS ENVIRONS.** By Dr. J. T. Barclay.

The above works are published by James Challen & Son, Philadelphia. More valuable and attractive books are seldom found.

“The City of the Great King” we have had in our library for more than a year. We have read it through, and referred to it since oftener than to any other religious book, except the Bible. The author has resided in Jerusalem for many years, and possesses ample qualification for such a work.

“Palestine Past and Present,” is a noble contribution to our knowledge of the Holy Land. Both of these works are well illustrated by maps and numerous engravings.

“The Hadji” is a smaller work, but one that will repay perusal.

“The Plants” is one of the most attractive and instructive books that we have met in a long time. Nothing could be more beautiful than the colored engravings of the aloe, almond, pomegranate, mandrake, hyssop and other plants named in the Bible.

All these works we earnestly commend. Especially do we wish that they might be possessed by every Teacher in Sunday Schools. The Maps will be found exceedingly useful to all who care to understand the topography of Jerusalem and Palestine.

From the same house we have received "Wilson's History of the Conquest of Mexico," a very able work which conflicts with many of the ideas of Prescott: "History of Independence Hall," full of historic and patriotic incidents of deep interest: "Old Macknaw," a work which every Western man will be likely to finish if he but begins reading it: "A Man," which we have not yet read, but which a friend assures us is worth reading: and "The Cave of Machpelah and other Poems," by James Challen,—a gem of poesy.

All Challen's publications are admirably printed and bound, and their prices are reasonable.

---

## NOTES AND NOTICES.

The senior editor of the *Monthly* has been absent most of the time for the past month, and the junior has been either absent or ill during the same time. Hence the absence of our usual amount of editorial matter. Our December number shall make good the deficiencies of its predecessor.

Since the middle of July the School Commissioner has much of the time been in attendance on Teachers' Institutes, and filling other official engagements in various parts of the State. He will spend the present week in Carroll and Columbiana counties. Most of the balance of the year must be devoted to the preparation of his annual report to the General Assembly.

After the present number of the *Monthly*, it will be sent to no paper which does not come to us in return. As ours is a new enterprise we have wished to make it known throughout the State, and have hitherto sent it to many papers which have not yet extended to us the courtesy of an exchange. But the *Monthly* no longer needs to ask an acknowledgment of its existence. Certain papers in Cincinnati are likely to keep the world informed that we "still live," and our circulation is increasing as rapidly as we have ever dared to hope. The *Monthly* is now ten months old, and it begins to feel itself able to "run alone" and take care of itself generally. But "pride goeth before destruction," and as we have no desire to meet so dire a fate, we shall so far humble ourselves as to consent to exchange with the *Commercial*, and its like; imitating the spirit of the man who when elected Corporal in the militia, still allowed his children to play with other juveniles, just as though nothing had happened.

We learn from friend Holbrook that he is receiving applications for teachers from all parts of the West. The "Normal Methods" have made his teachers so successful that he can not furnish enough of them.

Teachers, who are out of employment, or who are working on half-pay, better go and *train* awhile at the Normal.

The Teachers of Belmont County will hold an Institute in Morristown on the 24th of December. It will continue one week. A large attendance is expected.  
W. R. PUGH, Sec'y.

We hope all our old subscribers will remit for the coming year before the 15th of December. We will issue our January number about the 20th of December.

---

## OUR ADVERTISING PAGES.

Readers of the *Monthly*, where else can advertisements be found so worthy of your attention as those which we present to you every month? In amount they exceed those of any of our editorial exchanges; while their quality is as much superior to all others as Bancroft's History is to the Patent Medicine Almanacs which all druggists are glad of a chance to give away. Publishers are a proverbially sharp race of men; and they know just where it will pay to advertise works of genuine merit. Hence the liberal patronage which they give the *Monthly*. It is safe to conclude that any book which is not advertised in our pages is not worth inquiring after.

In particular, see the *new* advertisements in our present number. G. & C. Merriam are still anxious that we all should "Get the Best" Dictionary. Eighteen years ago we were present at the funeral of Noah Webster, in whose Spelling Book we had, eighteen years before, learned our "abs." He left his Dictionary to be perfected by Prof. Goodrich, who last year departed to the better land. These righteous men are dead and gone, but their great work is in a fair way to live as long as did the first of all the Noahs,—nine hundred and fifty years. So may it be.

J. H. Riley & T. C. Bowles tell us all about *standard* school books. Read and reflect on what those "wide-awakes" say on the subject. They are meeting success in their new enterprise.

Collins & Brother tell what they can do in the way of History, Philosophy and Book-Keeping.

F. C. Brownell advertises books and articles which are necessities with every Teacher. Do not fail to read what they have to say on the subject.

J. B. Lippincott remind us of old times, when we were learning "how the land lies." We used one of the early editions of the Geography they advertise. It was then a good work, and it has been made better since. It is written by one of the renowned family of SMITH; and when a Smith undertakes to do a thing, why, he just goes and does it; that's all.

Read the description of the stitch made by Wheeler & Wilson's Sewing Machine. It is interesting as a scientific curiosity, and as one of the most valuable inventions ever made for home use. Messrs. Wm. Sumner & Co., of Cincinnati, are the Western agents for this machine, and have lately taken the premium for it at the State Fairs of Ohio and Kentucky, and at Missouri, National and St. Louis Fairs, &c.

# Official Department.

---

## CIRCULAR TO COUNTY AUDITORS.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
COLUMBUS, O., October 23, 1860.

*Gentlemen:*—Although there yet remain fifteen days before the time when the school law requires that your reports should be sent to this office, twelve of the eighty-eight have already been received. I am thereby encouraged to hope that the balance will come in due time. You learned from my report of last year that nearly one-half of the Auditors were greatly behind time in furnishing their reports, and that great inconvenience was thereby occasioned. My report was not printed until February; and many were the complaints which members of the General Assembly made respecting so long a delay. Acting under the advice of many of the members of the Assembly, and in accordance with my own judgment, I have determined that my report this year shall not be delayed beyond the time fixed by law. I can do this even though all the county reports should not be in until the 15th of November. This is granting ten days' grace, and beyond that time there can be no delay. If Delaware county could send its report on the 13th inst., and eleven other counties during the ten intervening days, I can imagine no good reason why any other county should fail to forward its report within the time mentioned.

But my particular purpose in addressing you at this time is to suggest the necessity that all reports this year be FULL and RELIABLE. Of the twelve already received, four have been returned on account of their deficiencies. Several townships were not reported at all; and some others were greatly defective. I trust that you will be able to secure such returns from your respective Boards of Education as the law requires.

You will agree with me when I say that the whole system of reporting better be abandoned, than that the State should annually be at a heavy expense in publishing returns which do not fairly exhibit the operations of our school system.

It is an easy matter for each Board to make to you the returns required by law. They have only to fill out the blanks which have been furnished them by the State through you. This is a very simple and easy duty, and there can be no just excuse for neglecting to perform it. When men have accepted office under our school system, and assumed the control of educational matters throughout their districts, it is not too much to expect of them obedience to the laws which they have sworn to execute. Seven years have passed since the enactment of our school law, and if full reports can not now be had, *when* may they be expected?

It is my opinion that it is high time that the penalty which the law provides should be applied in all cases of gross official neglect;—that the Boards should understand that henceforth their districts will have no share of the public school funds, unless their reports are duly rendered. Please see "Ohio School Laws," pp. 157-8-9, in answer to question 19.

Yours truly,

ANSON SMYTH,  
School Commissioner.

THE  
OHIO  
EDUCATIONAL MONTHLY,

*A Journal of School and Home Education.*

DECEMBER, 1860.

---

---

Old Series Vol. 9, No 12.

New Series, Vol. 1, No. 12.

---

---

✓ "WILL IT PAY?"

BY JOHN HANCOCK.\*

In the hour of the Savior's agony, a great wail is fabled to have been heard,—the cry, "Great Pan is dead!" In the same hour the oracles ceased, the heathen temples began to be deserted, and their altars to fall into decay, the first fruits of that total change that was in store for humanity. It is said the character of a people is determined by that of the Divinity they worship. Instead of the poetical polytheism of the ancients, a large portion of our people have substituted a wide-reaching monotheism. In the place of Brahma, Osiris, Jupiter, Juno, Minerva, and Thor, they have set up the mighty, practical god of Trade; and him they worship with more than an eastern devotion. In his service their thoughts and lives are spent. They have but one standard, sure and constant, by which they measure all things. Whether it be the poet's loftiest song, or the painter's most exquisite delineations of beauty, acts of heroism or moral greatness, each must at last be brought to the test—Will it pay? And if an affirmative answer can not be given in regard to an undertaking, it is regarded as chimerical, and is abandoned as unworthy further thought. No need to settle the moral bearings of a question; will it pay? fixes that. True, some impracticable sort of geniuses (and we

\* Principal of First Intermediate School, Cincinnati.

fear the world will always contain such) who are imbued with a greater regard for Bible morals and Hamiltonian logic than for the god Trade, have, to the intense disgust of our *solid* men, a way—and a very foolish way the solid men deem it—of inquiring, before they embark in any new enterprise, whether it is right. These solid men—sagacious political economists that they are—can't see why all these things are not left to be regulated by the laws of trade. Their moral juggling often puts to shame the legerdemain of the famous Houdin. So great is their faith in their god, that they deem it not impossible to elect a President of the Republic, by a kind of stock-broking operation.

Our public school system, like everything else, is put to the same paying test; and we shall not be surprised to find it gravely proposed one of these days, to submit the preaching of the Gospel to the same dollar and cent rule. We feel assured, that could both be demonstrated, to the satisfaction of all, to possess eminent paying qualities, they would be gladly received.

*Paying* to different men has a different signification. To our solid men, and those who would like to be considered solid, whose ideas go nosing along the filthy channels of trade, it means bullion; while men of more liberal minds, can easily see how a thing may pay very richly, and yet not have a dollar in it. It is not difficult to conceive that a man's life may be spent in the accumulation of pelf, and yet be a very contemptible failure after all. He who permits his business to be the sole care of his existence, might quite as well never have lived at all; and he ought to ask pardon of his fellow-men for having done so.

There are to be found in every community certain specimens of humanity, who to a high degree of self-complacency, superadd a mania for tearing down. No institution, however valuable, ever quite comes up to their exact notions of things; and they are always quite ready to astonish the world by showing how much better they could have done it. Our schools afford an inviting object for their attacks, and for the exhibition of a profound wisdom and an "inexorable logic." They profess to see in our educational system something fearfully dangerous,—something, which, by its rapidly growing influence, is likely soon to overtop all other of our institutions. Granting this (and we suspect it is true), what is there so terrible in it, that there should be such a buckling



on of the armor of argument, and such a brandishing of rhetorical weapons?

Objectors seem to look upon our school system as imposed upon the people (by that natural enemy of ignorant legislators and astute editors, the schoolmaster, we suppose!), forgetting that it is the creature of popular will, growing out of the necessities of the people, and entirely under their control. In wisdom we believe it to have been established, and thus far perfected, and an essential to our form of government.

We can easily see why it should be opposed by demagogues and charlatans, whose ingenious operations must always fail in an enlightened community; but why men of culture and honesty and some show of common sense, should oppose it, is something inexplicable; especially when they can offer in its stead, nothing less absurd than the leaving of the whole matter to the benevolence and enterprise of those wealthy and public spirited individuals, without heirs, who, we are informed, have, of late, been sorely restricted in the yearnings of their bowels, in being deprived of an outlet for their charity. Yet this plan—if such it can be called—foolish as it may seem to those not versed in the profound depths of editorial logic, has been urged by one of our daily papers of some ability and circulation, which, at stated intervals, is delivered (through much travail, we doubt not,) of a leader on the short-comings of our public schools.

It is easy for those who acknowledge no governing rule of action except the laws of trade to sneer at the schools of the people, and at the wise and good men, by whose disinterested and persevering labors they have been established; and their cost may be paraded in a formidable array of figures, yet will our people stand by their schools. The names of Guilford and Lewis will be remembered with gratitude, long after the opposers and detractors of public instruction have gone to the dust.

His must be a base nature, who, once having tasted the sweets of knowledge, is willing to return to the wallow of ignorance. Such would well deserve to be a slave. But it is not in the blood of the free Anglo-American to do it. His every step of progress has been marked by a school house—it is the type of his civilization.

Our form of government is entirely fitted for a successful trial

of universal education. Governments to any extent despotic, may well dread the enlightenment of the masses of the people. Not so with ours. The wider spread our knowledge, the stronger our government becomes. Is it not something, too, worth working for, to so educate a State that its every citizen shall stand erect in a noble manhood, a reason-governed creature? Would it not pay? In all other countries the poor man is shut out by the almost insurmountable barriers of caste and prejudice, from all hopes of ever bettering his condition. Here, with the education the State bestows, he feels the peer of any man; and though he may be without a dollar, he dares look the world square in the face, and to stake his solid brain against the solid man's gold, with a fair prospect, by probity and energy, of winning.

Give us free schools, and, for our own part, we have no fear of the ultimate result. The god Trade will be found, one of these days, lying at length. An intelligent brain brings all material things into subjection. Wealth may vaunt itself, and claim exclusive privileges, but they will never be conceded by thinking men. Henceforward it will become more and more common to estimate men for what they are, and not for what they have. Pretension can only flourish among an ignorant and undiscerning people.

It is in accordance with the spirit of Christianity that all men should enjoy equal privileges; and he who contributes to shut out the blessed light of knowledge from a single human soul, does a foul wrong to that Spirit.

Cultivation, the elevation of the soul from out debasing habits and instincts, to the sphere of refined thoughts and tastes, is the only sure method of reform; all other methods must be evanescent and die with the special occasions that called them forth.

We are too apt, of late, to undervalue the importance of intellectual culture as a means of moral and religious excellence. To our mind, an intelligent judgment is the only one that is worth much, or will prove permanent. The conduct of the man who neither understands the depths nor relations of great moral truths, must of necessity be as varying as the narrow prejudices upon which it is too often founded. We are willing to concede much to natural goodness of heart, and to the efficacy of appeals to the

emotional nature, but we must confess that the instances that have presented themselves to our experience, in which the ignorant have proved wise and liberal in their Christian views and duties, have not been numerous. They may prove themselves sufficient for the ordinary conduct of life, but any extraordinary temptation is almost sure to prove too much for their powers of resistance. In fact, mental and moral growth are so intimately connected that it is impossible to define their exact boundaries. Of this we may be assured, a generous intellectual culture cannot fail to exercise a mighty influence on all the emotions of the soul.

But no School System proposes to stop short with the education of the intellect. It allots to itself the additional work of the highest moral instruction, founded on the great cardinal principles of the Christian faith. This our own system is intended to accomplish. Is there anything in it that calls for opposition? Is it not, on the contrary, an object that ought to secure the hearty co-operation of all lovers of the race?

We may assert again, what has so often been said before; the advocates of a public school system wage no war with private educational institutions, but desire to work in harmony with them. The public schools propose to do what the private schools leave undone, to do it well, and at vastly less expense. In fact to make that which, in all previous ages of the world, has been a luxury only attainable by the rich, so common, that the meanest citizen of the Republic may possess it in a generous abundance. We believe it will pay, and we mean to accomplish it.

No means under high Heaven have ever yet been devised by which the whole people can be educated but by a public school system, and we do not believe there ever will be. The question resolves itself at last into this: Shall we have public schools, or shall we have ignorance?

Labor lies at the foundation of the prosperity of every State; and the protection and instruction of the worker should be the great interest. Serfdom is passing away, and nothing can prevent its extinction. The public school in educating every man, makes a slave an impossible thing. Those who carp at our public schools, are no friends to the laborer. It has been even asserted that ignorance is the laborer's normal condition, and adds to the comforts of his position. If workingmen are willing to accept this,

the place of hewers of wood and drawers of water ought to be their perpetual inheritance. We suspect public education has already done too much of its work to permit a return to that condition of society, in which the thinking was done by one class, and the labor by another. We think the time is drawing near, when muscle shall no longer be divorced from intellect, but the strong right arm of labor shall be directed by thought.

We have been threatened with an open crusade against our whole school system. If this discussion is again to be opened up, we are prepared for it, with no fear as to the people's verdict. Every effort that has thus far been made to shake the confidence of the public in our schools, has only the more firmly rooted them in the people's heart. Every year adds to the improbability of the overturn of this most beneficent feature of modern civilization. It is the light risen in darkness, towards which the eyes of the poor are turned in hope. Where is the power in this land of universal suffrage, that dare extinguish this light?

---

#### THE TRUE TEACHER—HIS LABORS—HIS RESPONSIBILITIES.\*

In whatever pursuit we are, either by inclination or circumstances, engaged, it is essential that *that* pursuit be the object of our special attention, special care. It is our duty to labor to extend our knowledge for the improvement of our judgment, and to try by every possible means within the range of our capabilities or acquirements, to raise the standard of our vocation, and to perfect ourselves for utility in its requirements. Our profession is the highest in the scale of importance; it involves matters not only of time but of eternity itself. The great end to be attained is, the elevation of the immortal mind. If we do not, in some measure, effect this, all else will prove valueless—worse than valueless.

The teacher's profession is one in which vast moral and intellectual considerations are involved. The first tho't which strikes us as deeply significant, is expressed in one of the three precepts,

\* This paper was prepared and read, by appointment, at a recent meeting of the Greene County Teacher's Association. It has been forwarded to us for publication without the knowledge of the writer—a lady teacher; and we deem it worthy of preservation in the pages of the *Monthly*.

which an ancient philosopher affirmed should be consecrated in golden letters—"KNOW THYSELF." While self-knowledge does not *increase* our natural capacities, it will enable us to guide and regulate them; and will direct us in their use and application. He who has not a proper understanding of himself, is wholly incapable of understanding others. The teacher must possess a knowledge of his own needs, his own infirmities; then he must earnestly and judiciously supply the former, and overcome the latter. The reason of this is as obvious as requisite. How can he correct faults in others which he himself commits? He who does not know himself, has no self-control; he who cannot govern himself, has no moral right to assume the responsibility of governing those who must needs look to him for counsel—for direction. Again, he must know wherein his strength lies; wherein he can render himself most useful in his profession. He must understand the *nature* and *extent* of his influence, and whether it is productive of good or evil.

In the first impressions of the child, is formed the germ of all virtues, all vices. The child, when its nature is in the highest degree susceptible, is placed in the teacher's hands. Who, when he reflects upon this weighty responsibility, can say that he is equal to the task? We have not merely cold intellect to strengthen, but the gushing sympathies from young and tender hearts are to be properly directed—properly cultivated. The bud from whence the unfolding of mental and moral beauty is seen, is consigned to the teacher's care. He is the "key-note around which all the harmonies of the child's soul array themselves;" and the bud will be lovely in its development, or deformed and hideous. This question presents itself to our minds fraught with a significance extending beyond all time:—do we, as teachers, realise the responsibility devolving upon us in this our high calling? Do we reflect, when viewing the subject in a general sense, that the majority of the population of our country is confided to our direction? Let us give due weight to these important, (I had almost said) startling *truths*. Let us remember, when we go forth, we lay the molding hand of destiny;—when the day is done, a deathless impress has been left upon the hearts of our pupils. Not a chord is touched but vibrates in eternity. Solemn thought!

"Should not each error strike us as they pass—  
 Portentous as the written wall which struck,  
 O'er midnight bowls, the proud Assyrian pale?"

Every teacher will bear testimony to this truth, that the profession is one replete with anxieties—replete with cares:—is one which is not generally understood—generally appreciated. It should ever be borne in mind, that "He who is born, is listed—life is war." He who is firm in purpose, will bravely meet its conflicts; and will go forth from the battle field bearing upon his brow the laurels of victory, nobly won. For our encouragement, let us remember that the clouds which darken the teacher's horizon, are destined to the oblivious wave. Ignorance must yield to the rapid development of light and knowledge. What if the shafts drawn from the quiver of prejudice occasionally pierce our hearts? The happy consciousness resulting from the faithful discharge of our duties, abstracted from the world's applause, will prove an ample reward. The true teacher will surmount all difficulties; his march will be onward. He will place his standard of moral and intellectual excellence high, and, despite all obstacles, he will attain to it. In the darkest hour the sunshine in his heart will irradiate the hearts of his pupils. Like the oak, he will firmly brook the rude tempest's blasts. The storm past—he, like the noble forest tree, will have gained strength in resisting the war-ringing elements. Life is not all sunshine, nor all shadow. Since this is the case, we must philosophically take its sorrows and joys as a whole, meekly submitting when clouds darken our pathway, and grateful when tranquility pervades our hearts.

"That there is sunshine outside every fog  
 I question not; 'neath every quaking bog  
 Firm land is somewhere to be found, I grant=  
 Nay, superimposed on beds of adamant;  
 But how to gain the tip-top, how the base,  
 Is just the difficulty in *either* case,—  
 Meantime the hindrance we must quit or face."

Is it not true that gall is ever "mingled with our wine of life?" Every joy has its sorrow, every sweet its bitter, every pleasure its pain. This conclusion is evident in the moral as in the natural world. Let us go forth into the field. We see the rose robed in loveliness. Our souls are wrapt in admiration as we behold the delicate hue of its petals, the symmetry which characterizes its graceful proportions, but while admiring, we discover beneath its foliage a thorn concealed.

Every child has a God-given right to the harmonious development of his moral, intellectual, and physical powers. Each day's experience in the school room, teaches us, that many noble qualities are lost for want of proper training; that many virtues are choked by the numberless weeds which are suffered to spring up among them; many are rendered useless for want of proper development.

"Ah! who can tell the triumph of a mind,  
By truth illumined and by taste refined."

In our labors we need the ardor, the perseverance, the hopefulness, which characterised the man who launched his frail bark upon the before unexplored waters for a world beyond.

"Who *but he* undaunted could explore  
A world of waves, a sea without a shore,  
Trackless and vast and wild as that revealed  
When round the Ark the birds of tempest wheeled."

The mind will exist undimmed throughout a never ending eternity. With this impressive truth before us, shall we not labor patiently, hopefully, and perseveringly so to train the youth, that the result shall tell for weal rather than woe? Were there nothing required of us, beyond the mere storing of the mind with facts and principles contained in text books, our labors would be comparatively trifling. A wise writer has said that "the exaltation of talent, as it is called, above virtue and religion, is the curse of the age. Knowledge without the principle which renders it good, is a dangerous power. Talent is worshipped; but if divorced from rectitude, it will prove more a demon than a god!" To the reflecting mind there is a fund of thought in these words; to the philanthropic heart a field of labor is opened; to the teacher, the responsibility resting upon him is made impressively manifest. The nature and capacity of the student to be operated upon, must be carefully studied; must be understood. By this means alone, can the teacher be guided in ascertaining the character of the forces to be employed, and their modes of application. The philosophy of intellect is a comprehensive study, but as far as possible every instructor should render himself familiar with its vast teachings. Every task assigned should have in view a definite object; should be wisely designed and wisely adapted to the development of some faculty; and more than this, to that particular faculty which has been most neglected, hence needs the chiefest

attention. It is not enough that we place before our pupils barren and lifeless truths. Something must be done to rouse the soul to action, to enkindle the latent spark. The child must be taught to think for himself; to exercise the noble faculties Infinite Wisdom has bestowed. Truths must be presented upon the stalks from which they sprung. These must be draped in luxurious foliage, disclosing to the earnest eye clustering fruits temptingly displayed. "The gates that steel exclude, resistless eloquence shall enter."

Much is said, much is written, upon the methods of teaching; we can only add that that method which approaches nearest investigation, approaches nearest perfection. Good pictures must be presented in a favorable light, or their perfections will not be observed, not be appreciated. In the morning of life, the senses are tender; the whole soul is awake in every part; the gloss of novelty is fresh upon all objects. The seed then sown, will yield a rich harvest of virtue, or prove a sprinkling of tares among wheat. The child is prone to belief, rather than incredulity; his sympathies are readily enlisted; his opinions are formed without the intervention of reason. His sympathies should be wisely directed. Wholesome truths should be indelibly stamped upon every tablet of his heart. There is one thought we should not forget. As *our* knowledge increases, we grow more fastidious in regard to our intellectual aliment. Many things which once claimed our highest admiration, with increase of knowledge grow less attractive, and finally become distasteful. The inference is apparent, and it is well worthy our serious thought.

In reading, a few days ago, we were deeply impressed with the following words: "There is no purer joy to a scholar, and a man of virtue, than to contribute by his exertions in qualifying youths for the office of skillful professors. This pleasure is heightened, if he acts from motives of gratitude, to repay in some measure the benefits he himself has received." Do our actions and motives correspond with this commendable, this ennobling sentiment? True glory springs from the motives which inspire it to action, not from the action itself. "Motives are everything!" Higher still in the scale of thought, this idea should be kept in view:—Knowledge, instead of being the *end* to be attained, is only the *means to a noble end*. The child should be taught that



he has an importance about him because he is a human being ; is endowed with reasoning faculties, and has an immortal soul.

Does any one ask, how are all these theories to be reduced to practice ? We answer—not by resting supinely on our oars. There is work to be done. Great excellence is ever the result of great labor.

XENIA, October, 1860.

---

## EXTRACTS FROM THE DIARY OF A SCHOOL EXAMINER.

✓

### No. II.

Nov., 1854. As usual at our November examinations, we had a large class to-day ; composed principally of students from the public and private schools in our vicinity. Evidently, very few have pursued a thorough, systematic course of study. Most have *dropped in* during the past fall term—some with the earnest purpose of laying a firm foundation upon which to rear a substantial intellectual superstructure : or to retouch the fading images of things half learned long ago—to confirm what before was doubtful, or to capture some truant notions that have been playing “hide and seek” with them for years ; and others again to add a little to their slender stock of knowledge that they may just squeeze through the door of examination into a schoolroom.

The *bona fide* students seemed to have little confidence in themselves at first, and blushed and stammered as though they stood before some “awful presence.” As the day wore on and question after question had been asked and answered, their trust in their own powers began to gain strength, and ere the day closed they had entirely recovered their self-possession, and surrendered their papers with a smile of joy and triumph. They had studied principles—had furnished their memories with demonstrated truths—and with these at command they found no serious difficulties to overcome when put to the severest tests.

The second class have passed a day full of trouble and vexation. Our questions were arranged to test their reasoning powers, not their memories ; and as most of this class had studied rules only, they made blundering work of it. Vexed beyond endurance,

some indeed threw down their pens and left in disgust. They "never heard of such an examination. Ain't the *rule* enough?" These poor fellows believe the world is a sphere because Peter Parley says so—will believe it a cube or a pyramid should that erudite old gentleman intimate to that effect in his next edition. They never meddle with universal truths or demonstrations; consequently, never advance. As words and phrases not constantly and habitually used are soon forgotten, their rules slip from their memories, and they are forced to spend much time in "reviewing their studies" or be numbered among the rejected. I trust this day's experience has taught them a lesson.

Of the third class we had an average number—mostly hopeless cases—from the dull, sleepy drone who commenced yawning ere six lines were written, to the squirming spitfire whose brain is a seething foam of undigested little-or-nothings, and whose speech is as voluble and meaningless as the chatter of a parrot. Were not most of these too dull to understand and the rest too conceited to appreciate their real condition, they would no longer annoy us at our monthly meetings. The *dull* ones have *capacity*, it is true, but they need waking up: need to be boxed and cuffed about by trials and adversities. They should emigrate to a land of frequent earthquakes—no ordinary course of nature will ever arouse them. The *lively* ones have activity enough and to spare, joined to a species of energy, but they need toning down. A sojourn for a brace of years in the land of the Lotus Eaters, where

"All round the coast the languid air doth swoon,  
Breathing like one that hath a weary dream,"

might, possibly, reduce them to a state of incipient sanity. In this climate their crude conceits are in a continual froth and bubble: they adopt, without consideration, every new theory: half try the latest recommended experiment; but never come within ear-shot of a sharply-defined, well-proportioned idea. Several, however, have managed to reach our standard of qualifications and produced good vouchers for their moral characters. With slight misgivings we have granted them certificates. One, Mr. Jehu Kett, I have "marked down" as a representative of the class, and shall hereafter pay some attention to his movements.

*Mar.* 1855. Met Col. Spuhler this afternoon, and inquired how young Kett succeeded with his school. The Col. is one of

your old-fashioned people, and sometimes comes down savagely on the wayward doings of Young America. Said he, "He's a lively, good-natured fellow enough—but he seems to me to lack substance. It may be it's because I'm an old foggy, but I declare I can't see the use of all his new-fangled ways. Why, bless ye, you can hear his scholars reciting jography to the tune of 'Old Dan Tucker' a mile off. And then it's been rant and tear about among the young folks all winter: Kett first and foremost in all their tom-foolery. The scholars all seem to like him, but I can't see that they have larned anything but to sing jography, and holler and thrash around—going through what they call gymnastics—ever since he came among us. He's a great brag, too, and a humbug, I doubt. Why on airth don't you——" My worthy old friend was getting warmed up—so I made a plausible excuse for haste, and hurried away. Glancing over my shoulder, I could see him gesticulating to a crowd his excited manner had drawn together. It is clear that he does not "appreciate" Kett.

*Feb., 1856.* Yesterday was a clear, cold, bright day. Concluded to take a walk on the well-beaten snow-path into the country, and pay a long promised visit to the school of my erratic friend Kett. As I approached his schoolroom the hum of business which came through the cracks and broken windows seemed somewhat louder than that ordinarily issuing from similar institutions. Was not surprised at this, for rumors had reached me that he was this winter riding the hobby of "moral suasion." There was a comparative silence for a few minutes after I entered, but seeing nothing particularly attractive about me the young rogues resumed their interrupted employment—fun and mischief. The ceiling of the room at once attracted my attention. Could not at first divine the cause of its rough, *knobbed* appearance, but a *whizz* past my right ear and a *thud* on the wall behind me unraveled the mystery. \* \* \* \* \*

I much question whether Kett's school ever will or can be duplicated: it is inimitable. All day long I sat patiently watching his fruitless attempts to bring order out of the chaos of confusion, or striving to catch a word or so of the recitations during the lulls of the general din. "The internals of a man seek and obtain a developement in externals," writes a wise philosopher, and had I any doubts of its truth yesterday's observations would have re-

moved them. The absence of a controlling, directing, disciplined will was painfully manifest everywhere. System there was none, excepting some abortive attempts at classification—which were failures because the teacher had no conception of their use. The “largest liberty” seemed to prevail, for each one wrote, read, whispered, talked, ate, threw paper wads, or ran out of doors, seemingly under no other control than that of the whim of the moment. I shall not attempt to describe Kett’s method of instruction, for it baffles all description: its results can be readily conjectured. The reading, however, was so irresistibly ludicrous that it entirely upset my gravity, and I took a long, hearty laugh, accompanied by the school in full chorus. Those who have heard the editorial philosopher with the old, white overcoat, read in his characteristic style one of his characteristic lectures have heard something akin to it. Through the first half of each sentence the rate was gradually increased, the key slightly raised. Sufficient momentum having been obtained, every one came in on the “home stretch” of the last half out of breath and in double quick time. If a long sentence there was a breathing spell at about two-thirds of the way through: after which the reader rushed on again, dashing by rhetorical pauses and punctuation points without a bow or nod even of recognition.

Much to my relief the business of the day was at last finished, and with whoop and hurrah the merry urchins tumbled out of the room. Kett apologized for their rudeness by saying “They behave pretty well generally—but always *will* take liberties when visitors are present;” and then proposed to harness up “Sparkle” and drive me to town. I thoughtlessly assented, but soon had good cause to repent—for before we had driven a hundred rods Sparkle gave a kick and then a plunge: sheered from the beaten track: spilled me into a fence corner half buried in a snow bank: from which I emerged, with bruised head and dislocated ankle, in time to see him dash off with Kett and the sleigh at a round gallop. Farmer Dobson drove along soon afterwards: to whom I explained the cause of my bloody face and lame leg, and was kindly taken in and brought home. On our way we passed Kett standing beside the *disjecta membra* of his demolished sleigh, punishing Sparkle most unmercifully with the butt end of his whip.

“Why don’t you try *moral suasion* on him, Kett?” asked Dobson, with a sly wink at me.

A fragment of the sleigh thrown after us was the only answer.

"Horse and owner well matched," quietly remarked Dobson.

—Stretched out on a sofa, with my lame ankle resting on a cushion, I am not in the best humor to-day. What I write in this uncomfortable position must be taken *cum grano salis*, and may hereafter require revision: but I must say I have condemned myself again and again this morning for being accessory to the introduction of any member of the Kett family into the schools of our county. Looking back through many years of educational experience, I can now see clearly the baleful influence they exert when ever they meddle with any educational interest. Constantly on the lookout for something new, whenever a radical change in old methods of instruction is recommended, they are the first to apply the test. Not being gifted with a large amount of common sense, the experiment fails in their hands, of course; and the public who care more for results than processes, condemn the recommended reform because of their failure to demonstrate its importance. The merit alone of concert geography has saved it from condemnation: the Ketts did all they could to bring it into disrepute by their noisy attempts to teach geography and almost everything else in concert. It will take many years, in this region at least, to remove a strong popular prejudice against phonetics and phonography: the Ketts have patronized them so long that it now requires some nerve to affirm they are not humbugs. That vocal gymnastics have not been condemned already can be explained only upon the hypothesis that well-prepared teachers forestalled public opinion in their favor before the Ketts mounted the hobby. The infliction of corporal punishment has been reduced almost to its minimum amount, not because the Ketts have advocated and attempted to practice "moral suasion," but because men full of enthusiasm and actuated by noble motives have taken charge of our best schools and removed the necessity for its infliction by substituting, as far as practicable, self-respect and love of learning in its stead.

The Ketts are by no means partial to the teachers' profession. Their views and tastes are very catholic: representatives of the family being found engaged in all known occupations. How thickly their shattered wrecks lie strewn along the lee-shore of every commercial panic. How glibly their tongues wag when mounted on some political stump they essay to enlighten the "dear

people." With what assurance they parade their forged recommendations of the sovereign virtues of "Kett's Concentrated Extract of Moonshine." The wonderful generalizations of Newton and Laplace, the time-honored beliefs of the great and good, are thrust aside by them to make room for the new discovery of the "concatenation of harmonic forces," and the new doctrine of "intuitive perception of spiritual entities." Mounted on the editorial tripod—but I forbear.

*Mar., 1856.* Hobbled out of doors to-day for the first time since that unlucky accident. Begin to think it was a "providential visitation" for ever dreaming that one of the Ketts could manage a school. Could not attend our last month's examination, but wrote to my colleagues that on mature reflection I considered it my duty to protest against issuing any more certificates to members of that family.

---

#### EXPRESSION.\*

It has been frequently remarked by intelligent travelers in this country from abroad, in no carping nor unfriendly sense, that Americans, with all their acknowledged intelligence, are not gifted in conversation; that, even in circles confessedly distinguished for intellectual ability and claiming to be polished, conversation was apt to abound in expressions by no means refined, frequently inaccurate, and would sometimes degenerate into the use of slang phrases and common by-words. I know that the fault-finder is seldom honored; and that, of all modes for achieving notoriety, fault-finding requires the least talent; yet, when thus arraigned at the bar of criticism, and sitting in sober judgment on ourselves, we must, I think, plead guilty to this charge. And the mitigating circumstance surely can not be found in the lack of knowledge to communicate, or thoughts to express; but in the almost universal lack of an adequate training of the faculties of expression,

Possibly it may be suggested that, in our communications, if the thought be just and the information correct, the form of expression is of little consequence. To some extent and in a certain sense this may be true; but in an educational sense it can not be admitted. Our aim, in education, is to make the faculties symmetrical, to develop the whole man, to arouse and strengthen, to quicken and refine, all the slumbering possibilities of his being; and to neglect the training of the faculties of expression while

\* From the recent Report of Hon. I. J. Allen, Superintendent of Schools in Cincinnati:

filling the mind with ideas, is to stifle the growth of thought. For, as the waters of the lake that has no outlet, though supplied by streams from mountain springs, inevitably become brackish and bitter, so the mind that is not accustomed to communicate, though abundantly supplied, inevitably becomes repulsive and misanthropic. Hoards of wealth the miser may accumulate, and yet there is no pauperism so complete as his to whom disbursement is agony; so, too, with him whose intellect may be, indeed, enriched with untold treasures of knowledge, but, if without the power of appropriate expression, that wealth of accumulation is but little better than the barrenness of pauperism; for, without that power knowledge itself is not power. As the golden ore may be pure, but it is the stamp and dye of the mint that give it comeliness and currency, so, too, the thought may be lofty, the sentiment just, the doctrine true, but it is the attractive forms of expression, as embodying beauty and power, that commend them to the acceptance of other minds and enable them to carry conviction there. It should not be overlooked, in schemes of education, that language, even more than the mere intellectual processes of reasoning, distinguishes man from the brute, and establishes him in the high prerogative of his humanity, i. e., his likeness unto Deity. To cultivate this *humanizing* gift, the gift by which the race is united, and the last man is to be linked in a recognized relation to the first, to train it so that in its use truth shall be clothed with power and sentiment arrayed in beauty, is then, certainly, no mean function in the office of education. For, it is to instruct in the art of expressing thought, that never dies, with that fitness of speech that becomes thereby itself immortal: it is to place within the mind's grasp an attainment commended by the Holy Record in its own most beautiful illustration, when declaring that "words *fitly* spoken are like apples of gold in pictures of silver."

Feeling convinced in my own mind that the subject is one of immense importance in our educational plans, and that the deficiency in this regard is almost universal, I have felt constrained thus earnestly to commend the matter to the discreet consideration of your Board in behalf of our own Schools. Without adding any new element or additional topic to the course of study, the specification alluded to is doubtless sufficient for any forms of application that may be requisite. The modes of instruction will form, perhaps, the greatest difficulty. As it must be without textbook, many Teachers will feel embarrassed in devising suitable and systematic modes of practice for the school-room. But I am confident that the difficulties will vanish before a cheerful effort, aided by the suggestions and co-operation of those to whom they are entitled to look for aid and counsel. Our present lessons in definitions and word-writing, being continued, would form a part

of this instruction ; indeed, as at present conducted, these constitute almost all that is done as "lessons in the use of language." But it is obvious to any one conversant with the recitations that the definitions used are not always comprehended by the pupils who give them ; yet the answer is to be received as sufficient. Dictation lessons, too, are confined to single words, unconnected by thought or meaning ; and the exercise is received as perfect when the orthography is found correct. All this is well ; but why not extend these dictation exercises, beyond the writing of isolated words, into phrases and sentences, of some appropriate meaning ? For orthography it would certainly serve as well, and I think, better than simple isolated words ; and would, at the same time, stimulate thought, and beget an interest in the exercise that writing an unconnected list of words could never produce. This would make it, in truth, a 'lesson in the use of language' as a medium of communicating thought—not merely an unmeaning vocabulary of terms ; and the difference between them, as to the interest in the minds of pupils, would be as great as between writing from a pleasant narrative, or the dictionary.

These exercises would, moreover, serve to lend to the work of the pupils that variety that the mind of childhood so universally craves, and in which school-work is often most sadly deficient ; and would tend to enliven the continual 'rule and figure-work' that now so greatly predominates, and which, because of being the *prolific parent of per centages at examinations*, is usually cherished as a favorite among Teachers.

---

**SEVERE MENTAL CONTEST IN HUGHES HIGH SCHOOL.**—A prize was offered to the C class of the Hughes High School for the person who would find the lowest product of numbers in the following manner : One multiplied by two, that product by three, that product by four, and so on. That the operation might be entirely mental, no one was allowed to have any assistance whatever from any person ; they were not allowed to tell any one how high they had carried the multiplication, or what the result was ; neither were they allowed to prove their operations until all had passed their papers, with the result on them, to the teacher.

The class having assembled and become satisfied that Edward C. Phillips had not violated any of the conditions, he was declared the victor, having carried the operation to the number of twenty-eight. The product contained twenty-nine figures. More than half the class carried the products along so that their last multiplier was twenty. One girl raised it to twenty-six. Quite a number reached twenty-two, twenty-three and twenty-five.

Charles E. Wood carried the operation to thirty-six, but on trial



it was found that two or three of his figures were wrong. His product contained forty figures. The class, however, immediately voted him a prize equal in value to the first, which was Shakspeare's complete works, bound in Turkey morocco, gilt.—*Cin. Press.*

**A HINT TO PARENTS AND TEACHERS.**—The following anecdote contains a very suggestive hint to parents and teachers, and to masters, too, who are sometimes impatient and unreasonable in their dealings with children and youth :

Dr. Arnold, when at Laleham, once lost all patience with a dull scholar, when the pupil looked up in his face and said : "Why do you speak angrily, sir? Indeed, I am doing the best I can." Years after, the Doctor used to tell this story to his own children, and say : "I never felt so ashamed of myself in my life. That look and that speech I have never forgotten.—*Ohio Statesman.*

## Mathematical Department.

### SOLUTIONS.

No. 10 (July No.) will be left for further consideration. But one solution has as yet been sent in, and that in such a form that we do not sufficiently understand it.

No. 11. Solution by J. Goldrick.—Each man's gain, in parts of his stock, is to his stock, as his time in years, is to the longest period, 4 years; hence A's gain is  $\frac{4}{4}$  of his stock, B's  $\frac{3}{4}$  of his, C's  $\frac{2}{4}$  of his, and D's  $\frac{1}{4}$  of his stock; then A's amount  $\$1,296 + 8 - 4 = \$648$  his stock; B's amount  $\$931 + 7 - 4 = \$532$  his stock; C's amount  $\$642 + 6 - 4 = \$428$  his stock; and D's  $\$79 + \frac{1}{4} = \$316$  his stock.

No. 12.—Solution by J. Goldrick.—His journeys round the post form an arithmetical series—the *first* term is equivalent to a circle the diameter of which is 225 yards (that is  $113 \times 2 - 1$ ) and circumference 706 97-113 yards, and the *last* term a circle the diameter of which is 1 yard and circumference 3 16-113 yards, and the common difference 3 16-113 yards. The sum is 40,115 yards, the answer required.

[This solution is not correct, since the path described is not a succession of circumferences, but the involute of a circle. The problem belongs to *Calculus* or *Fluents*, and a solution gives the following rule for the distance passed through by the end of a string when unwound from a cylinder:—*Divide the square of the length of the string by the diameter of the cylinder.*

We showed in the *Ind. School Journal* several years ago, when editing the Mathematical Department in it, that a general solution by arithmetical series gives the same result. The coincidence is remarkable; showing that a solution such as given by Mr. Goldrick gives a *correct* result, although based upon false premises.—*Ed.*]

**CORRECTION.**—In the last No., p. 346, for  $=m50.98$ — read  $m=50.98$ —, and for  $3=30-746$ — read  $s=40.746$ —.

## Correspondence.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }  
MADISON, Wisconsin, Nov. 6, 1860. }

*Hon. Anson Smyth, Commissioner of Schools of Ohio,*

DEAR SIR: I was not able to see you last summer as I designed doing. Will you favor me with your opinion upon the following questions?—

1. Would the cause of Popular Education be better advanced by a County than a Town Superintendency?
2. Would a system of Graded Certificates be of any advantage in securing better Teachers?
3. What amendment have you to offer to the Ohio Township Library Law, which would render it less liable to objection? (I regret very much the action of your last Legislature upon this matter.)

I am about proposing to our Legislature some change in the matter of School Supervision, and would be greatly obliged to you for any suggestions you may see fit to make.

I trust you will not deem me intrusive in endeavoring to avail myself of your experience, as the cause we advocate is a common cause.

With sentiments of esteem, I am, Sir,

Your Obedt Servant,

J. L. PICKARD,  
State Sup't Pub. Inst Wisconsin.

OFFICE OF STATE SCHOOL COMMISSIONER, }  
Columbus, O., Nov. 12th, 1860. }

*Hon. J. L. Pickard, State Sup't of Pub. Instruction, Madison, Wis.*

DEAR SIR: Yours of the 6th inst. has been received.

I hoped to see you here last summer, as you proposed. It has long been my opinion that the cause of education would be promoted by a conference of the Superintendents of the different States. A comparison of views and ideas upon various questions of interest, could hardly fail to be beneficial in its influence. The experience and knowledge of all would become the possession of each; and practice would more nearly approach uniformity.

I have feared, however, that such a meeting is impracticable. Judging the engagements of others by my own, I conclude that our time is so exclusively demanded at home, that we have little time for anything beyond the performance of the duties which our States lay upon us. Especially at this season of the year, when most of us are engaged in securing returns from counties and in the preparation of our annual reports, such a meeting could not be held. Should you and others deem it advisable that such a gathering be attempted next summer, I will do all that I can to secure attendance from all our States. Should such a convention be decided upon, I think that no more central point than this city could be selected. Most heartily would you and the gentlemen representing the other States be welcomed here.

To your inquiries permit me briefly to reply as follows:

1. If you will refer to my Report for the year 1858, pp 82-93 inclusive, you will find my opinion upon the subject expressed at length. I have believed that

there are certain difficulties in the way of County Superintendence which have induced me to discourage the creation of this office in Ohio. Our law makes it optional with our Boards of Education to appoint Acting Managers, or not, as they may judge proper. Such appointments have been made in but few cases. All over our State there is felt the necessity for a more efficient local supervision. It has been proposed to lay upon our County Boards of Examiners additional supervisory duties. Please see my Report for 1859, pp 51-52.

It is my opinion that a large majority of the active friends of education in this State are coming to the conclusion that it would be well to test the usefulness of the office of County Superintendent. I have no doubt that in many respects such an office would be greatly advantageous to all educational interests; and it may be that I have overestimated the importance of my objections to its creation.

2. I am decidedly of the opinion that *Teachers' Certificates* should in some way be graded. In this State they are graded by the length of time for which they are drawn; two years being the limit of the highest grade.

3. The only amendment which I have to offer to our *Library Law*, (which at present is no law, having been repealed last winter, as you are aware,) is that the Commissioner should be required to submit his selection of books and his contracts for their supply, to some appropriate advisory committee for their approval. This committee might consist of our Governor and certain other State officers, or of such other gentlemen as our General Assembly might designate. During the two years that the law has been in operation since I have held the office of Commissioner, the selection of books has been made with the advice and assistance of competent gentlemen, and the contracts for their supply have been awarded to the lowest bidders.

It is not my intention to recommend to our General Assembly the re-enactment of our Library Law, in any form.

Yours truly,  
ANSON SMYTH.

#### GRAMMAR IN RHYME.

- (1) Three little words you often see  
Are Articles—*a, an and the.*
- (2) A Noun 's the name of any thing,  
As *school or garden, hoop or swing.*
- (3) Adjectives tell the kind of noun,  
As *great, small, pretty, white or brown.*
- (4) Instead of nouns the Pronouns stand,  
*Her head, his face, your arm, my hand.*
- (5) Verbs tell of something to be done,  
To *read, count, sing, laugh jump or run.*
- (6) How things are done, the Adverbs tell,  
As *slowly, quickly, ill or well.*
- (7) Conjunctions join the words together,  
As *men and women, wind or weather.*
- (8) The Preposition stands before  
A noun, as *in or through* a door.
- (9) The Interjection shows surprise,  
As *oh ! how pretty ; ah ! how wise.*  
The whole are called nine parts of speech,  
Which reading, writing, speaking teach.

## Editorial Department.

---

GOING TO AND FRO IN THE EARTH. No. 2.—ST. CLAIRSVILLE is a fine old town, far up among the hills of Belmont. And *Belle Mont*, or *Montes*, is a most appropriate name for this county. The hills are innumerable, and as beautiful as numerous. The soil is of excellent quality, and for the most part, well cultivated. Going from the dead-level region of Central Ohio to Belmont, Jefferson, Harrison and the neighboring counties, one is strongly impressed with the superior attractiveness of a land of hills and valleys, to one of unvarying flatness.

St. Clairsville has long been distinguished as the residence of some of the most prominent men in the State, such as the Kennons, Ex-Governor Shannon and Judge Peck. The Institute held there was conducted chiefly by President Andrews of Gambier. Reader, did you ever hear Lorin Andrews talk to a company of young Teachers? If you have, I need not tell you the way he has of doing it. If you have not, I can not tell you. Spend a day with him, and you will no longer inquire the secret of his great popularity with those who know him.

The Institute was not numerously attended, but it embraced Teachers of excellent quality. Mr. W. R. Pugh, Superintendent of the St. Clairsville schools, is a most energetic and devoted friend and promoter of the good cause. One young woman was present who had engaged a school in a rural sub-district at a salary of \$36 per month. Another was soon to leave for Tennessee, expecting a salary of \$600 per annum. Both these Teachers I had met the previous month at the Hopedale Institute. They have spared no pains to qualify themselves for their business, and are therefore able to command respectable salaries. And they are an example to our young Teachers. They have enjoyed no superior advantages; have never been abroad to attend Seminaries or other schools of high grade. But they have made the most of such opportunities as have been within their reach.

BUCYRUS.—Since a former visit to this town, three years ago, great improvements have there been made. It evidently is destined to become one of the finest villages in Ohio.

The Public Schools are under the charge of Mr. Miller, and are in excellent condition. He is assisted by an efficient corps of Teachers. We have seldom met Teachers who better understand and perform their duties than does Mrs. Scroggs of the High School.

Some of the public-spirited citizens of Bucyrus, wishing to secure better facilities for the education of Teachers for that portion of the State, have established what they call the "Ohio State Normal School." They have obtained commodious rooms and employed Mr. Bangs and Miss Hattie Angel as Teachers. Mr. Bangs is from the State of New York, and has a high reputation as an educator. About sixty pupils are in attendance, and the school promises to be successful. It is expected that tuition fees will

pay all expenses; but to provide a fund "to fall back upon," sixteen gentlemen have contributed \$100 each. The only thing that looks particularly dark in regard to educational matters in Bucyrus is the fact that but one or two copies of the *Monthly* are there taken. That's deplorable!

**ASHLAND AND SAVANNAH.**—We left the Pittsburg and Fort Wayne road at Mansfield for Ashland, traveling in a very slow coach. From Ashland to Savannah we made the journey in the same old fashioned way. From Savannah to New London on the O. C. & O. road, we went with a first rate horse and buggy, generously furnished by our good friend, Dr. John Ingram. It was our first visit to Ashland county. The country is as beautiful as could be desired, and the people, so far as we became acquainted, are of the right stamp.

The Ashland Schools are under the superintendence of Mr. S. M. Barber, who fills well the place formerly held by Messrs. John Lynch and Lorin Andrews. When we were there, the schools were somewhat interrupted by the preparations which were going on for warming the rooms by a furnace; still, everything there showed that Mr. Barber is a workman that need not be ashamed. Not only as a Teacher, but as a public-spirited citizen, his influence tells on the progress and welfare of the community.

During the months of July and August last, an Academy of Music was for eight weeks held in Ashland. So marked was its success that it has been determined to make it a permanent "institution," to be held during the months named each year. The Ashlanders are eloquent and enthusiastic upon this subject. They think that there never was, not even in the days of Heman and Jeduthan, such singing as thrilled their own pleasant village.

At Savannah there is an Academy, of which Mr. Elial Rice is the accomplished and successful Principal. He is assisted by Misses Foster and Rice from the Mt. Holyoke Seminary. We did not see the school in session, but if one half of what we heard said in its praise is true—and we have no reason to doubt it—a better school of the kind never blessed any community.

Savannah is one of the few points in Ohio where an old-fashioned Academy can be prosperously maintained. There is no village for many miles around, and consequently a public High School can not be established. The farmers in all that region are in thriving circumstances. They wish their older children to enjoy opportunities for education superior to those furnished by the common sub-district schools. The Academy meets this necessity, and is doing an excellent work. The evening which we spent there was one of exciting and pleasant interest to the people in that village "and the territory adjacent thereto." A festival was held for the benefit of the Academy. Addresses, music and a bountiful supper, kept a large crowd in the best of spirits from "early candle light" until midnight. They thought it about the best time that they, or any body else had ever known. In fact, they doubted whether its equal would ever again be known on earth. Our own opinion is that it was a very proper and joyous occasion. If ever the thing shall be repeated, may we be there to see.

NEW RICHMOND is situated on the Ohio river, twenty miles above Cincinnati. Our "voyage" on the Bostona No. 2, was exceedingly pleasant. They had just completed a very good school house, and the evening of its dedication was a memorable occasion to those quiet villagers. "The flag of our Union" proudly floated from the pinnacle of that temple of learning. The house was beautifully illuminated, a star candle having been appropriated to each pang. That best of all music, singing by children, was abundant. After one long address there were a half score of brief but animated speeches by citizens, and they had a good time generally. They have the right spirit in regard to schools in New Richmond, an efficient Board of Education, and an earnest corps of Teachers. The Superintendent is Mr. J. W. Mahan. Among his assistants are two graduates from Mt. Holyoke.

With thanks to the family of Dr. Jackson for a breakfast before daylight, in the grey of the frosty morning we found ourself the only passenger in the huge omnibus, bound for the Queen City.

SIDNEY is the Shelby county-town. In all Northwestern Ohio there is not a more beautiful site for a village. It is not on hills, like Mt. Pleasant, nor on a plain, like London. But it lies in a valley, with hills of moderate height rising around it on every side. Neat cottages dot these hillsides, and the aspect of the village and its surroundings are exceedingly attractive.

We were aware that the Sidney school building was large and convenient, but we were not expecting to find it one of the very best in the State. But such it is. In its external show, in its internal plan and arrangements, and in all its appointments, it is a model house. It is a credit, a crowning honor to the Sidney people to erect such a building, and maintain in it schools as good as our best.

Mr. W. H. Schuyler has for the past year been the Superintendent of the Schools. One fact we regretted,—the number in the High School was very small. There were many boys in the streets who, it seemed to us, should be in that school. The school needs them, and they need the school.

WAPAKONETTA is a small town, and educational operations are necessarily on a limited scale. The schoolhouse is arranged for three schools, and they have three excellent Teachers, of whom Mr. Richardson is Principal. Mr. R. is a young man from Massachusetts, and a more wide-awake Yankee, a more zealous Teacher, or a more generous and whole-hearted fellow we expect never to meet.

Wapakonetta is the residence of the Hon. John Walkup, who, when a member of the legislature in 1853-4, did as much as any other man to save our school law from the hands of destroyers; and the Hon. G. W. Andrews, who now is, and for four years has been a most efficient supporter of our educational system in our General Assembly.

ST. MARYS is justly proud of the unusually good schools which bless that pleasant little town. We had no expectation of finding, away in those woods on the western line of Auglaize County, first class schools. But such they are. They have a very respectable school house, containing five full schools, with one hundred youth in the High Department; a majority of

whom are eighteen years of age, or over. Many of them are non-resident pupils, coming in from the region round about, some of them to prepare for the work of teaching. In this way the school becomes a great blessing to all the townships around.

The Superintendent of these schools is Mr. J. Fairbanks, formerly of Massachusetts. He is emphatically the right man in the right place. If the Bay State has more school managers like Mr. Fairbanks, we beg her to send them straight to Ohio.

We acknowledge obligations to Hon. E. M. Phelps for attentions, while we were in St. Marys.

CARROLLTON, in Carroll County, is a good place when once you reach it, but it is a hard day's work to go there from Columbus, or from any where else.

We were to leave at 3:55 A. M. The fear of "sleeping over" prevented our sleeping more than ten minutes at a time. A score of half-burnt matches testified to as many wakings-up. It was a chilly morning, but our car was heated up to an excruciating point, which, with a severe headache was adapted to inspire us with great satisfaction with things in general and official enjoyments in particular. At 6:40 we reached Coshocton, where breakfast and the morning *State Journal* made "the winter of our discontent glorious summer." (We do not make this quotation because the atmosphere of the car was in the least *wintry*. Far from it. We do it simply out of kind feelings toward the author—William Shakespeare, and to bring him into notice.)

We left the cars at *Bower's Station*, some thirty miles west of Steubenville, and twelve miles south of Carrollton. We inquired if there was a hack running to Carrollton. "Nary hack," responded a haggard youth who bestrided a salt barrel and replenished his sweet mouth with a fresh quid. Any livery stable? "Never heard of none." Can I get any one to take me to Carrollton? "Shouldn't wonder if you couldn't." Are there no teams to be had in the neighborhood? "Bill Jones is got a span, but he's drawing dirt on the dam to-day." The station-master told us of a farmer over the hill, who kept a horse, and might be induced to help us on our journey. We trudged over the muddy road to the farm-house. The farmer was away in the woods, chopping. His wife "allowed that he had right smart of work to do," but she would "send Mary Jane to fetch him." The old farmer soon made his appearance, and after due reflection gave answer as follows: "I'll give old Skip a gallon of oats, and you, mother, make us a cup of tea, while I change my clothes."

It was eleven o'clock when we got under way for Carrollton. The farmer was a homespun character, but a shrewd and good man; and a very social time we had together for about four hours. One of his sons had graduated from College and was in the Theological Seminary at Allegheny. Two others were teaching school, and two daughters taught last summer.

But such a country as we were in, and such a road as we went over!

Hills and stones, stones and hills! It was "a very hard road to travel." It required almost four hours for "Skip" to go twelve miles.

Carrollton is the residence of many worthy and intelligent citizens, but in school matters they have little of which to boast. They have now no public school in session, and have never had graded schools. Mr. M'Coy has a very good private school, which the youth attend; and their unclassified schools will soon commence for the winter. Gen. Eckley, Judge Tripp and other gentlemen have advocated the establishment of graded schools, but so far they have been voted down by the opposition.

NEW LISBON—how was it to be reached from Carrollton? There were two ways. One, by railroad, 10 miles to Oneida; thence by another road to Bayard; thence by the C. & P. road to Alliance; thence by the Pittsburg road to Salem; thence by hack, 10 miles, to New Lisbon. To this route we had serious objections; and the weightiest of them all lay against the first ten miles. The road has so gone to decay that the iron horse can no longer operate it, and a horse of flesh has been substituted. But one train goes out of Carrollton per day, and that leaves at 3 A. M., and is *three hours making ten miles!* To be called up at that time of night to ride after a spavined horse, led by a barefooted cripple, the cowcatcher placed behind the passenger car to keep cattle from running over the train,—well, we concluded to try the alternative way. For five dollars we were taken by "the overland route," twenty-five miles, in a comfortable buggy; leaving C. at 7 A. M., and reaching New Lisbon at 12 M. The country reminded us of the Irishman's description—"You don't get half way up one hill before you begin to go down another."

New Lisbon is a pleasant old town, with a population distinguished for intelligence. The Institute was a real mass meeting; nearly two hundred of the Columbiana Teachers were in attendance; and a more intelligent and wholesome looking company of young men and women we have never met. Mr. D. Anderson, Superintendent of the N. L. Schools, presided. Mr. Leggett of Zanesville was the leading instructor. Rev. Alex. Clark of Philadelphia, editor of that gem of a paper, the *School Visitor*, lectured on Elocution, and H. U. Johnson on Geography. The Institute was one of the most pleasant and prosperous that we have ever met. The people of the town manifested their interest by largely attending the evening lectures. Not less than seven hundred were present on Wednesday evening.

On our return we spent an hour at Salem. Their splendid school building is approaching completion. It is to cost but \$15,000, but will be worth more than some which cost double that amount. We have no fear for the success of the Salem schools so long as they are managed by Robert Mc Millen.

---

A BIG MISTAKE; A BIGGER FALL.—For several years, Edward H. Allen, Superintendent of the Chillicothe Schools, was held in high esteem by a very large circle of friends. No young man in Ohio had a fairer fame than



he. But he has gone up; that is, he has gone down! For a month past he has lain as flat as a mouse killed by a deadfall.

It is mournful to think of. And to write about it is as melancholy a task as to witness the burning of John Rogers, in the presence of his wife and nine small children and one at the breast. But the truth must be told—Allen is done for.

On this wise it happened. As we said before, Mr. Allen had a good and regular standing before the rest of mankind. He was a Zanesville boy, and the good people of that ancient city all thought Edward about as nice a young idea as ever learned to shoot. He went to College—studied hard, behaved well and graduated with high honors. Being a spirited youth and desirous of doing good in this wicked world, he, of course, chose teaching as his profession. The Ancient Metropolis was in search of a Superintendent for the city schools. Mr. Allen was invited to fill the bill. He went, he saw, he conquered. As a *Teacher* he gained a high reputation. But it was soon seen that his *forte* was in *government*—in the management of youth—in maintaining the very best of order without resort to severe measures. Four years ago we looked in upon his schools, and from that day till a month ago we placed Mr. Allen at the head of his class as an effective and admirable disciplinarian. Three years ago Governor Boutwell of Massachusetts was passing through our State, and he turned aside to see Mr. Allen's manner of management, the fame of which had reached the "Old Commonwealth." In his next annual report, as Secretary of the State Board of Education, he paid a high compliment to Mr. Allen. He had never seen schools so well managed.

Well, certain inquisitive men composed the Executive Committee of our State Teachers' Association, and they requested Mr. Allen to prepare a paper, developing his plan of school government, and read it before the Association. He complied with their invitation, and so much were those who heard him pleased with his views that there was a general desire expressed for the publication of his address. Mr. Allen complied with the wishes of his friends, and the paper appeared in the October number of the *Monthly*. It was received and read with general satisfaction.

Very many had come to look upon our Chillicothe man as not a whit behind the chiefest of our educational Apostles. But it was one big mistake, for a writer in the Cincinnati *Commercial* read the address, and pronounced it "a stilted mass of sublimated nonsense—a wilderness of cant—the essence of feebleness, inanity and ineptitude!" He pronounced Mr. Allen a "pedantic and insufferable prater, a humbug and a bore!"

That's terrible!

Poor Allen!

The last time we saw the subject of this notice, (Allen, we mean,) he, with a score of friends, was looking from his window, in the Valley House at the walking of Blondin upon a rope 200 feet from the ground. General Worthington suggested that it would be deplorable if he, (Blondin, we mean,) should fall. The whole party, even the ladies, assented to the idea.

There would be no possible chance of his stopping before reaching the ground. All shuddered at the thought!

But none of us then dreamed that one of our own select circle (Allen, we mean,) was within two months from that time to experience a worse fall than the one that so afflicted our imaginations.

Allen's fall was sudden.

Big falls are apt to be sudden. There was Nebuchadnezzar. He one day strutted through his palace, boasting that he had built that "Great Babylon." The next day he was out on the commons eating grass, like a shorthorn steer on Darby Plains.

There was Job. One day he had camels, oxen, asses and a very great household; so that this man was the greatest of all the men of the east. But on the morrow he sat in his ash bin, cursing his birthday.

Then there were Adam and Eve. They were smacking their lips over the fruit that was to make them as gods, knowing good and evil. But in the cool of that same day a writ of ejectment turned them out of house and home.

There was that "archangel tall," Lucifer, son of the morning. He took on airs and unduly spread himself, and the next he knew he was falling like lightning from Heaven.

These impressive examples should be a warning to us all to be mighty careful in regard to what we read before our State Teachers' Association.

---

## Monthly News.

---

**COLUMBUS.**—The beautiful, new High School building on Broadway, whose corner stone was laid in apostolic order by Bp. M'Ilvaine, (and a most worthy prelate he is,) is making good progress toward completion. It will probably be ready for occupation as early as the commencement of the next school year. We congratulate all parties concerned, and particularly Superintendent Kingsley, on the prospect of a school building not inferior to the best in Ohio.

Dr. A. D. Lord, long prominent as a successful advocate of popular learning, is highly successful as Principal, or Superintendent, of the State Institution for the Instruction of the Blind. Never was any institution of the kind under better management.

The Starling Medical College has fifty students in attendance, and in all respects is doing better than ever before.

---

**GROVEPORT.**—George C. Smith, formerly of the South Grammar School in Columbus, has returned from the West and accepted the Principalship of the Groveport Schools.

---

**CINCINNATI.**—Mr. Cyrus Knowlton, formerly Principal of the Hughes High

School, has been admitted to the bar of Hamilton County. If any of our readers are under the painful necessity of employing a lawyer, they can do no better than to give Mr. K. a call. Dr. Thornton of the Woodward High School, succeeds to the principalship of the Hughes.

A better Board of Education, a better Superintendent, better Teachers and better Schools than those of the Queen City, can nowhere be found. But as one of the twelve Apostles turned out badly, so has one of the thirty-four Cincinnati School Directors. Henry Osman was anxious to lay up for himself treasures on earth, realized fifty thousand dollars by selling forged paper, and then ran away. A good man has taken his place in the Board.

A late number of the *Press* gives the following account of "a school difficulty." Prof. M. should remember that "music hath charms to soothe a savage," but pulling hair is enough to make a savage of an angel.

"Prof. M. appeared in the Police Court on Saturday morning, to answer to a charge of assault upon William Moulster, a pupil in the Ellen street school. 'It appears from the evidence that while the class under Prof. M.'s instruction was engaged in singing, some one of the pupils created an annoying disturbance by putting his finger in an ink bottle, and suddenly withdrawing it. Young William thought it very amusing, and endeavored to imitate the sound by thrusting a finger in his mouth, and suddenly withdrawing it. William couldn't make it pop, and so really made no noise. But he was caught with his finger in his mouth, and the teacher was convinced that he was the creator of the disturbance. So he proposed to make an example of the lad, and according to the testimony, seized him by the hair, drew his head down over the form, and "slapped his face" once or twice. This was rather roughly done, and considerable hair was pulled out in the process of punishment. It was subsequently picked up and produced in court as corroborative of the violence used in punishing the lad.

Prof. M. disavowed all intention of injuring the lad, and the court had no doubt that such was the case. Still, pulling hair out of a pupil's head was not *pro forma*, and could not be considered as embraced in the corporeal code. It might have been done in a moment of excitement, but it was no less an unjustified assault. The defendant was fined \$5."

The Board of Education, Hon. Rufus King President, meets every Monday evening. We never fail to read the proceedings of these meetings, as they appear in the Tuesday's papers. Supposing that our readers would like a sample case, we copy from the *Press* and the *Commercial* the minutes of the last meeting:

The Board met—President King in the chair.

Squire Rowekamp offered the following, which was unanimously adopted:

*Resolved*, That L. Harding, W. P. Stratton, Dr. R. S. Newton, Lewis Ballaaf and Dr. Charles Bonsall be appointed a committee of five, to examine the gymnastic exercises in the First District School, and report to this Board whether said exercises are conducive to the health and advancement or whether they retard the progress of pupils.

The Trustees of the Ninth District were empowered to rent additional apartments in the Metropolitan Building at an annual rent of \$200.

Among the weaknesses of the School Board is a fondness to debate the "Hearing Question." It came up last night again on the proposition of contracting with Miles Greenwood for erecting a steam heating apparatus in the Rugner House for \$2,500. After debating the question to an unlimited extent, the Board concluded to advertise again for proposals.

Dr. R. S. Newton offered the following:

*Resolved*, That it shall be the duty of the Principal of each School to report

to the Local Trustees of said School, monthly, the number of children subjected to corporal punishment.

Mr. Rowekamp moved to amend by inserting the name of the pupil. He thought it eminently useful to know who received the punishment.

Mr. Powers thought it wrong to keep a record going down to all eternity of all the urchins in the land. He also thought there were worse punishments than a little flogging. He thought it wholesome to make \* \* \* occasionally.

Amendment lost.

Mr. Stratton spoke of severe punishments besides whipping. He wanted them all included.

Mr. Harding took ground against flogging and the resolution. Such debates did more harm than forty gentlemen could remedy. If he had teachers who punished severely, he would dismiss them promptly.

Dr. Davis opposed the resolution as unnecessary. He cautioned his teachers against severity, and unnecessary punishment was not indicted. If gentlemen visited their schools more frequently, they would know that the things existed only in their imaginations. The community got erroneous impressions from exceptional cases, promulgated by members of the Board in Pickwickian speeches.

Resolution lost.

Miss Fannie Baker, of the Third Intermediate School, resigned her position and received the usual certificate.

Miss Maria L. Salisbury was nominated as a teacher in the Ninth District by Mr. Johnson, Chairman of the Local Committee, whereupon Mr. Bates, representing the majority of the committee, protested, and nominated Miss Jane Young. Then ensued a large amount of stump speaking in reference to the question of selecting a teacher. Both these young ladies are unexceptional, and the dispute was entirely personal between the Trustees themselves and the Principal. After which the Board preceeded to vote, but no choice was made until the second ballot, when Miss Salisbury proved victorious.

Miss Jennie E. Newton, of the Thirteenth District, presented her resignation, which was accepted, and the usual certificate awarded.

Miss Louisa A. Sackett was appointed to fill the vacancy, at a salary of \$20 per month.

Miss Sarah L. Brooks was transferred from the Tenth District to the Third Intermediate School, to fill the vacancy occasioned by the resignation of Miss Baker, at a salary of \$33.33 per month.

Miss Mary Dickson was appointed to fill Miss Brooks' vacancy at a salary of \$20.

A resolution was presented by Mr. Kelley, requesting the Committee on German-English Schools to inquire into the expediency of opening a German department in the Ruffner school house. Lost.

Mr. Watson, explaining that he represented a large Irish constituency, moved the organization of an Irish-English school in the Second District. Lost for want of a second, whereupon the Board adjourned.

The Librarian submitted the following report of the monthly circulation of books in October: History, 861; biography, 697; poetry, 580; scientific, 699; travels, 770; tales and novels, 1,802; miscellaneous, 2,695; total, 8,095; number of registered readers, 8,055.

---

**COLLEGE HILL.**—We learn that the Ohio Female College is in a more prosperous condition than ever before. Under the charge of President Day it is achieving a deservedly high reputation.

---

Prof. J. Tuckerman has been elected President of Farmers' College. We have full confidence that his administration will be energetic, popular and prosperous. One hundred and five students are in attendance.

**HIRAM.**—The Fall term of Eclectic Institute at Hiram, Portage County, of which the Hon. J. A. Garfield is President, closed Friday, Oct. 26, having had during the term nearly three hundred students. Of this number one hundred and fifty will engage in teaching in this State and other States during the coming year. Few schools in the country, we feel assured in saying, send forth a more efficient army of teachers than the Eclectic Institute. The Winter term begins Tuesday, Nov. 13th. All the instructors will be there in the winter that were on duty last year.

---

**GREEN COUNTY.**—The Teachers have formed a County Association, which promises to be an interesting and useful institution. The following exercises were held at the last meeting:

- 1st. Critique, by Miss M. J. Fairman.
  - 2d. Lecture, by the Rev. P. C. Prugh.
  - 3d. Teacher's Budget, edited by Miss Nettie Parry.
  - 4th. Discussion upon the best mode of conducting Recitation exercises, by J. R. Butler and Samuel Galloway.
  - 5th. Essay, by Miss Ellen Ewing.
  - 6th. Reading Exercises, conducted by H. McCracken.
  - 7th. Mathematical Lecture, with demonstrations upon the black-board, by J. M. Miller.
  - 8th. Miscellaneous Exercises.
- 

**TIPPECANOE.**—The Teachers of several townships in the neighborhood of Tippecanoe, Montgomery County, have formed an Association for mutual improvement. N. Kerr, President.

Art. 2. The objects of the organization shall be to obtain a more thorough knowledge of the branches of a common school education; of the best methods of teaching; and to discuss the subject of school government.

Such associations are worthy of encouragement.

---

**WOOD COUNTY.**—The next meeting of the Wood County Teachers' Association will be held at Tontogony on the first Saturday in January.

Morning exercises. 1st, prayer; 2d, singing; 3d, discussion. Resolved: That ladies and gentlemen of equal qualifications should receive like compensation for their services as teachers. 4th, an essay by the President or Secretary.

Afternoon exercises. 1st, singing; 2d, elocutionary exercises; 3d, address by H. C. Skinner, alternate G. A. Cory; 4th, poem by Miss McGuinness; 5th, singing; close.

---

**MCCONNELLSVILLE.**—Mr. T. M. Stevenson, long the successful Superintendent of the Schools in McConnellsville, has resigned his position and removed to Chicago. Mr. William Bogle has been appointed to fill the vacancy made by the resignation of Mr. Stevenson.

---

**MILAN.**—We learn that 130 pupils have been in attendance upon the Normal School during the past term.

TOLEDO.—The Board of Education have added physical training to the list of school duties. To accomplish their object adequately, they have erected a large room, forming the third story of one of the wings of the High School. Its dimensions are 114 feet long by 37 feet wide, and 20 feet in height. This room is stocked with almost every conceivable kind of gymnastic apparatus. There are thirty-three varieties of apparatus, including swings, high horizontal ladders, perpendicular rope ladders, some attached to the floor and some loose, vaulting horses, leaping bars, dumb-bells, Indian clubs, &c. There are forty pairs of dumb-bells of each of the lowest two sizes, and single pairs of others graduating in weight from 15lb to 60lb. There are forty pairs of each of the four lowest sizes of Indian clubs, and an equal number of greater caliber. There is also a tenpin alley for bowling. Under some of the apparatus, from which a juvenile gymnast might fall, mattresses have been placed.

Communicating with the gymnasium are two dressing rooms. The boys wear in the gymnasium a suit consisting of a blue nankin jacket, coarse linen pants, a belt and slippers. The girls are habited in short skirted red flannel frocks, and trowsers of the same, tied or buttoned at the ankles, belts and slippers, or moccasins. No child is forced to take part in the gymnastic exercises; but they are so popular that a large majority choose to do so. The cost to their parents for the exercise suit is very trifling. One of the rules for the regulation of the room is that strangers shall be admitted when the scholars are there only by a unanimous vote of the young gymnasts.

This gymnasium has been completed quite recently. It is too soon, therefore, to speak of the results. But it is a favorite place among the juveniles already.

—Exchange.

ZANESVILLE.—An indignant parent of Zanesville, Ohio, was sentenced to pay a fine of \$60 and spend five days in the county dungeon, regaling himself on bread and water meanwhile, for assaulting one of the teachers in the public schools a few evenings since. the defendant's objection to the teacher was that he had taken his child from one class and placed her in one less advanced.

KENYON COLLEGE.—Mr. George T. Chapman, an alumnus of Kenyon College, has been elected Professor of Latin in that institution. The *Collegian* speaks highly of the qualifications of the young Professor. He has recently returned from a tour through Europe.

LORAIN COUNTY.—Dr. Catlin sends us the following from the land of Black Republicans:

The following answers were made to the questions appended, at one of the late examinations of School Teachers in this county. It will be seen that the "School Master" is still "abroad:"

Question—Name the rivers that empty into Hudson Bay. Answer—1st. The Hudson R., Detroit, St. Lawrence. 2d. Hudson, Connecticut, Merrimac.

Q.—Describe the river Rhine. A.—1st. It is considerably above the land at its mouth. 2d. It is a crooked river in the northeast part of the territories.

Q.—Where is Georgian Bay? A.—1st. On the coast of Patagonia. 2d. Black Sea. 3d. On the eastern coast of South America. 4th In the western part of Ecuador, east of Lake Huron.

WISCONSIN.—Chancellor Barnard's health has long been such as to detain him at his former home.

The salaries of the Professors in the State University have been reduced from \$1500 to \$1000 per annum, to be increased by an equal distribution of the fees received for tuition.

---

NEWARK.—Wyrich has found another dornick. It seems that the "lost tribes" settled in Licking county, and carried on an extensive business in making to themselves graven images. We learn that the Hebrew inscriptions on this last stone have been rendered into English by that distinguished scholar, Rabbi Bar. abbas. One side of the dornick has this prophecy: "SAMCOXAMLI-CS-GAL;" which by interpretation is, "Sam. Cox will lick Sam. Galloway for Congress." On the the reverse side we read—"ABPRRAILSDUSASELEH," which meaneth "In the last days Abraham shall be called from the land of the prairies to go up against the worshippers of Baal in Washington, to break in pieces their idols, to cut down their groves and split them into rails and fence in the nation from Dan to Beersheba. Good for Old Abel!"

We trust that the Newark Board of Education will prescribe *Hebrew* as the main branch of study in their Primary Schools. *Exegesis* will do for the next grade.

---

READING AND ELOCUTION.—A. A. Griffith has done much good in Columbus in the department of Elocution. He has given in the city several public lectures with Readings and Recitations, and has attracted large and intelligent audiences. He is now engaged in the Public Schools and is giving unusual satisfaction. We take pleasure in copying the following notice from the *Gazette* of Nov. 2d:

ELOCUTION.—The interest in this subject is increasing in Columbus. A much larger audience than on any previous occasion greeted Prof. Griffith last Tuesday evening. It was difficult to obtain comfortable seats. We have seldom seen a more contented and delighted audience. Prof. Griffith increases in power and variety, as his public efforts multiply, and though this was the *tenth* lecture and readings, he excelled himself in any former effort he has made—"The Pilot's Story" by Howells was thrillingly rendered. We think this reading will do as much towards making the poem a permanent favorite with our people, as a review of it in the magazines. The most profound attention was given during its recital. "Cataline's Defiance" was masterly

"The Fall of Water at Lodore" was a fine exhibition of articulation and music of voice. Hood's description of the Irish woman after her "lost heir" was true to life. It will be difficult to forget "Annabel Lee."

We take pleasure in speaking of these entertainments, as they are the most refreshing, intellectual and chaste exhibitions with which we have ever been favored in Columbus. We have always had a good opinion of the people in literary matters, and the attendance of these readings confirms it.

We can say to our friends in neighboring cities that if they want an instructive lecture and an entertainment combined, they will do well invite a visit from Prof. Griffith. You need not take our word for it alone. We confidently refer to any citizen who has heard him here.

---

We learn that A. D. Lord, former editor of the *Ohio Journal of Educa-*

tion, has on hand a few copies of the first six volumes of that work neatly bound in muslin, which can be had at \$5 for the set. He can be addressed at Columbus, O.

---

KENTUCKY.—In speaking of the Newport Board of Education an exchange says:

"At a previous meeting a petition had been presented, complaining of Miss Alexander punishing the children too severely, and asking the Board to examine into the matter. After receiving all the actual testimony and tracing up reports transferred from mouth to mouth by a certain portion of the female community known as "scandal-makers" and "tale-bearers," without finding the least fact to uphold the charges set forth, or any thing that would warrant a censure, the Board unanimously exonerated Miss A., and indorsed her method of teaching the young idea how to shoot.

We know Miss Alexander to be a competent and careful teacher, and feel assured it would be a difficult matter to find a substitute who would fill the position as well as Miss A.

---

COVINGTON.—We have received a copy of the annual report of the Superintendent and Finance Committee of the Common Schools of Covington, with the by-laws and regulations for the government of the School Board. The reports show a prosperous condition, educationally and financially. The number of pupils enrolled in the High School, during the year ending June 30, was 98. Number enrolled in Common Schools, 1,820, an increase of 200 over the year previous. Average daily attendance, 67 per cent. These have 21 teachers—5 males and 16 females. The Board remonstrates earnestly against the transfer of pupils to different districts for trivial causes.

Some time since Wm. B. McKoy, first assistant of the High School, made a rule in his department that no conversation should be held by the pupils during the hours of study without permission; this rule the pupils all but two agreed to observe, and signed their names to the agreement. Geo. O. Easton, one of the two dissenting pupils, held out against the rule, and for this and other refractory conduct was expelled from the school. His father became indignant at this and petitioned the School Board to interfere in the matter, which he termed a disgrace to his family, when a special committee was appointed to examine the affair, and report their proceedings in full.

The investigation consumed much time and required no little degree of patience and industry on the part of the committee, but the report is too lengthy for publication. It was found, however, that feelings of an entirely personal character actuated Mr. Easton to bring charges of cruelty and incompetency against the teacher; also that the latter was not only fully competent to teach but was a favorite with his scholars, and the committee fully endorsed his conduct and his action, at the same time urging its propriety, under the circumstances, upon the Board, which by a large majority received the report, and endorsed the action of Mr. McKoy.

---

TENNESSEE.—The Nashville *Banner* contains a full and interesting account of the laying of the corner stone of the University of the South on the 9th ult. The exercises were imposing, and were witnessed by a large concourse of people. Bishop Otey of Tenn., and Lieut. Maury participated, and the oration was delivered by Col. John S. Preston of South Carolina. This great educational enterprise, undertaken by the Episcopal Church of the United States, is located



at University Place, near Beersheba Springs, Tennessee. The fund already raised for the undertaking amounts to nearly \$1,000,000, and it is designed to secure \$2,000,000 for it

---

CALIFORNIA.—The good people of San Francisco dedicated a fine High School Building on the 19th of September. An address was given by the Rev. T. Starr King; another by James Denman, Esq., Superintendent of Public Schools; another by J. H. Brewer, Esq., President of the Board of Education; another by Henry B. Janes, Superintendent of the San Francisco Schools. "Rev. S. H. Willey spoke of the ancient times," twelve years ago, "when the Teacher of a School in Happy Valley, used to build a fire on the sand after school, and cook his simple meal with his own hands." The building, including lot and furniture, will cost \$28,000.

We have received *The Bookseller*, a monthly school journal, published at San Francisco, at \$1.50 per annum. From the copy before us we judge that it will prove a most valuable agency in promoting the good cause in the Golden State. We wish it success, and hope to receive each succeeding number.

---

GEORGIA.—The *Educational Repository and Family Monthly*, published at Atlanta, is a wide-awake journal. From it we learn that the University of Georgia has been reorganized, and is now doing well under the presidency of A. A. Lipscomb, D. D., and that most of the colleges and seminaries of that State are advancing in interest. The *Repository* is the "organ of the Educational Institute of the Methodist Church, South." If any of our readers are in want of an "organ" of that tone, they will hardly find one more able and valuable than this.

---

INDIANA.—Professor Miles J. Fletcher of Greencastle has been elected Superintendent of Public Instruction. He is said to possess admirable qualifications for the position.

Mr. C. N. Todd has become Principal of the McLean Female Institute, Indianapolis.

Mr. J. Baldwin, Principal of the Normal School at Kokomo, "a gem of a village situated on Wildcat Creek," has commenced the publication of a semi-monthly paper, called *The Normal*, which promises to be a most interesting and useful journal. Brother, dwelling on the far-off shores of the silvery Wildcat, accept our hand of fellowship, and our wishes for the success of your *Normal*.

The *School Journal*, one of our very best exchanges, and better of late than ever before, "intends to publish in a coming No. the names of delinquent subscribers." That is all perfectly right, Mr. Phelps; they deserve it, the mean Hoosiers. To take an educational paper and not pay for it is a strong proof of the doctrine of total depravity. No punishment is too severe for such a crime. Publish their names, and if that does not make them "step to the Captain's office and settle," put them on the Chain Gang for the term of their natural lives.

Indiana poetry seems to abound the present year. The following was over'

looked by Mr. Coggeshall when getting up his "Poets and Poetry of the West." TAM has made his mark, and a big one it is:

"EDITOR SCHOOL JOURNAL:—The following verses written by a teacher and taken from a lady's album, illustrate, very strikingly, the character of many of our Hoosier teachers in those counties where no Teachers' Institutes are ever held, nor any regular county associations; where an Educational Journal is unknown, and where the County Examiners are politicians, and everything else, indeed, but practical educators.

The sublimity of the poetry and its correctness will doubtless be observed. What a pity that our legislature will not appropriate some money for the holding of a Teachers' Institute in each county for at least two weeks in the year, as is done in so many of the other States.

Deap down in the harts of honest young men  
there is a luv fur harminy.

fur eech too injoy what ere they can  
throu the influanse of matrimony.

Menny young ladies to me are deer  
frequent them, a calling:  
Some too mee are very neer  
is that of Miss Maga Allen.

You ask mee too rite you a sonit  
upon thots as they rize.  
is it upon your brow or your bonit,  
upon your lips or your eyes.

If upon your brou it will shou it  
if upon your bonit as I can  
if upon your lips Ill bestow it  
the abuv was ritten by J. L. Tam.

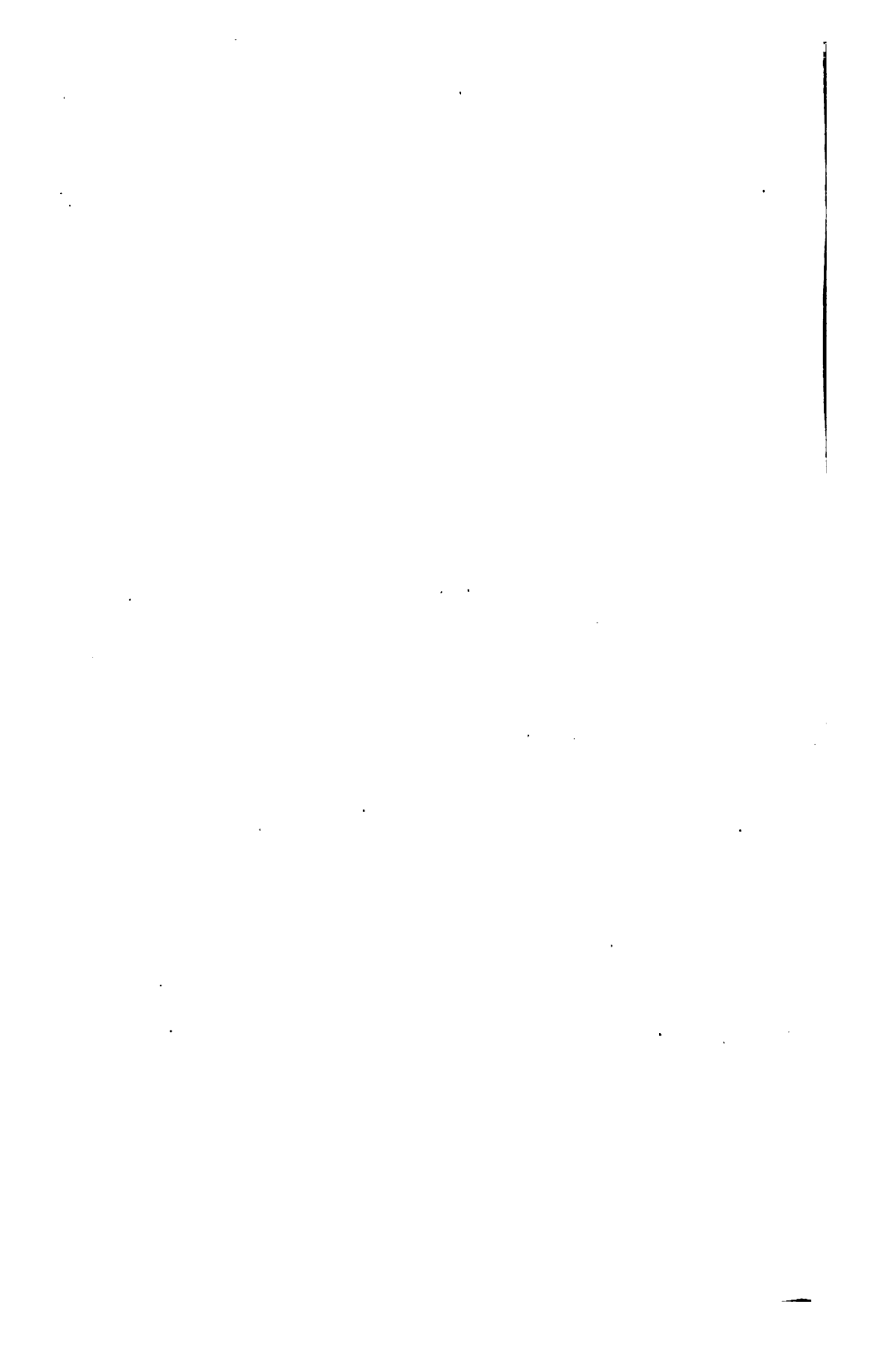
From FRANKFORT, Clinton County.

NEW YORK.—The estimate cost of the New York city public school system, as just submitted, shows a total of \$1,300,000, which is \$175,000 in excess of the estimate of last year. Of this total, the salary of teachers and jailors amounts to \$725,000, and books to \$95,000. The committee on studies made some novel recommendations in reference to primary and grammar schools, yet it is to be presumed, not without due consideration. Their report provides that hereafter no lessons shall be given to the children in the primary department to be studied at home; that the lesson to the primary department shall be given in the class-room, and no books whatever shall be given to the children. In the grammar schools the teachers are required to occupy two hours in each day in preparing the scholars for the lessons to be recited on the subsequent day, and no teacher to be permitted to give out lessons that will take more than one hour to study.

Prof. Alphonso Wood, formerly of College Hill and more recently of the Terre Haute Female College, has removed to Brooklyn, N. Y., in order to open a New Family Institute for the board and education of young ladies: His numerous friends at the West are invited to send for a circular. Address, Box 17, Brooklyn, (N. Y.) P. O.



HEALTH, DEPARTMENT OF  
EDUCATION, AND WELFARE  
JAN 16 1957  
LE.....







3 2044 102 791 381